St. Michael's C.E. (VC) First School

Accessibility Plan 2026 - 2029

Date Approved	
Signed	
Print Name	
Date to be reviewed	

ACCESSIBILITY PLAN 2026-2029

Ensuring all disabled pupils can engage and participate to the fullest extent with our curriculum.

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1. Aims

"A physical and/or mental impairment that has what the law calls 'a substantial and long-term adverse effect on [his or her] ability to carry out normal day-to-day activities'."

We are committed to providing an accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

St Michael's CE (VC) First School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan contains relevant actions to:

- **Increasing the extent to which disabled pupils can participate in the curriculum -** The school SEND policy ensure that staff identify, assess and make reasonable adjustment for pupils with disabilities and special educational needs. Working with the Local Authority, the Educational Psychology Service and other external agencies, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.
- **Improving the physical environment of the school -** This element of the Accessibility Plan covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by St Michael's C.E. (VC) First School.
- **Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities -** Such information should be made available in various preferred formats within a reasonable time frame.

2. Legislation and Guidance

This Accessibility Plan has been drawn up in compliance with current legislation from Schedule 10 of the Equality Act 2010 and the Department for Education guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

Equality of opportunity objectives

To improve access to the curriculum and to enhance the reasonable adjustments made at St Michael's First School.

Accessibility Objectives

Aim & Objectives	Current Good Practice	Actions to be taken	Person Responsible	Date to Complete Actions By	Success Criteria
To create an accessibility plan that is coproduced with children/young people with SEND, their families and other stakeholders	The school has an accessibility plan. The school works with parents or carers to produce School Support Plans.	To create a forum for parents to contribute ideas. To include ideas in next accessibility plan.	Mrs Wass (Headteacher) Mrs Williams-Fenton (SENCo) Governors	2029	Parents or carers ideas will have contributed to the next accessibility plan targets. Children with SEND ideas will have contributed to the next accessibility plan targets.
To ensure all classrooms and learning spaces are optimally organised to promote the participation and independence of all pupils.	Class teachers work with external agencies and SENCo to create positive learning environments.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Class Teachers Mrs Wass (Headteacher) Mrs Williams-Fenton (SENCo) Governors	2029	All children can access their classrooms. Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Increase in access and achievement of the National Curriculum.
To ensure all areas of the school grounds are fully accessible to all pupils.	The school has large, flat grounds that is used a lot by all the school.	Ensure that planned maintenance complies with target. New projects to be fully accessible and inclusive	Mrs Wass (Headteacher) Mrs Williams-Fenton (SENCo) Governors	2029	All children can access all areas of the school grounds. Increased access to learning outside of the classroom for all pupils.

To ensure all out of school activities are fully inclusive for all pupils.	The school create individual risk assessments when required for children. staff are flexible and are will consider adaptions to include all children.	Ensure that planned maintenance complies with target. New projects to be fully accessible and inclusive.	Class Teachers Mrs Wass (Headteacher) Mrs Williams-Fenton (SENCo) Governors	2029	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. All pupils will access out of school activities.
To ensure a wide range of mediums are used to convey information to children as well as increasing the range of reasonable adjustments offered.	Staff currently use a range of mediums.	Review ways in which information is presented to ensure it is meeting the needs of all pupils. Staff training.	Class Teachers Mrs Wass (Headteacher) Mrs Williams-Fenton (SENCo) Governors	2029	Children are all able to access the information required. Children will have increased recall of information.
To ensure a wide range of mediums are used to convey information to parents, carers, and visitors as well as increasing the range of reasonable adjustments offered.	Text messages, the schools website and emails are used to convey information to parents. Staff establish positive relationships with parents or carers.	To use a wide variety of mediums are used to share and convey information. Review and create systems for identifying parental or carer needs.	Class Teachers Mrs Wass (Headteacher) Mrs Williams-Fenton (SENCo) Governors	2029	All parents will be able to access all the information shared by the school. An increase in parental participation. Early identification of parents that require extra support. Increase parent knowledge and participation especially with parents who may face barriers to accessing the information shared by the school.
To ensure a wide range of mediums are used to convey information to staff as well as increasing the range of reasonable adjustments offered.	Management use risk assessments.	To use wide variety of mediums are used to share and convey information to staff. To increase opportunities for staff to share any disabilities, medical or neurodiversity that require reasonable adjustments.	Class Teachers Mrs Wass (Headteacher) Mrs Williams-Fenton (SENCo) Governors	2029	Staff will have increased confidence to disclose any disabilities, medical needs or neurodiversity. Increase in staff wellbeing. Improved practise.
To help create a low sensory area in the school.	Staff have a good understanding of a range of possible needs children may have in school.	Research low sensory areas. To identify potential area. Create a low sensory area.	Mrs Wass (Headteacher) Mrs Williams-Fenton (SENCo) Governors	2029	Children requiring time in a low sensory area will have a space to do so. To help children with self-regulation Support children with sensory needs.

4. Monitoring Arrangements

- School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.
- The plan will be monitored through the Staffing, Finance and Premises Committee and the Curriculum Committee of the Governing Board.
- The accessibility objectives will be evaluated within three years and the equality objective will be evaluated after four years. If you have any concerns regarding this plan please contact the head teacher.
- The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and, therefore, some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year period in order to inform the development of the new plan for the following period.
- We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter of disability discrimination.

5. Links with Other Documents

This documents links to the following:

- Staffordshire Accessibility Strategy 2022 - 2026 (Supporting Accessibility in Staffordshire Schools for Pupils with a Disability) https://www.staffordshireconnects.info/kb5/staffordshire/directory/advice.page?id=_U0fjv-vXxc
- St Michael's C.E. First School SEND policy
- St Michael's C.E. First School Information Report
- Equality and Diversity Policy
- Medical Conditions Policy

6. Accessibility Audit

Follow the link to find the accessibility audit.

St. Michael's Accessibility Audit Tool.docx