



In God's love we believe and achieve



St. Michael's

Catholic Primary School

Accessibility Plan

St Michael's Accessibility Plan

Introduction

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DfES in July 2002.

Definition Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.'

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, staff, volunteers and visitors with a disability. Support health and wellbeing for all members of our school community.

Principles

Compliance with the DDA is consistent with the school aims and single equalities, and the operation of the schools' SEND Policy;

The school recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002);

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality;

The school's provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework which underpin the development of a more inclusive curriculum;

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Education and related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers and appropriate health professionals from the local NHS trusts.

The school's SENCO, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum, and wider school activities. This may include the deployment of teaching assistants appropriate to facilitate participation.

Staff will be provided with appropriate training to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

Physical environment

The school design is not suited to providing full wheelchair access as all learning environments are spread over three floors.

The school will take account of needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Provision of information

The schools will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Targets	Strategies	Outcomes	Timeframe	Remarks
Equality and Inclusion				
Accessibility Plan and Equality Policy becomes an annual agenda item at Governors meeting	Clerk to Governors to add to list of required publication details.	Adherence to current legislation	Annually	
Training to raise awareness of equality and disability issues	Discuss perception of issues with staff/governors to determine the current status of school. Provide training for governors staff pupils and parents	Whole school community aware of issues relating to access	Ongoing	
Review inclusion and equal opportunities for recorded evidence of how staff provide access in all areas to all pupils	Review policies with staff and governors	Policies reflect adherence with current legislation	Ongoing	
Physical Environment				
With the restrictions of the building being multi storey and with no lift we will ensure that the school building and grounds are as accessible as possible.	SEN staff to audit accessibility of school buildings and grounds . Governors Premises check accessibility and then produce an action plan on findings	Any modifications needed will be made to the school building and grounds that are needed	On going	
Ensure any proposed 'new build' project is physically accessible for everyone	Project manager appointed will ensure compliance with building	Any new construction will	Long Term Until any new	

	regulations regarding accessibility	be fully accessible	construction begins.	
The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.	Discuss with relevant building contractor. To have the required needs implemented into construction plans and approved by governing body.	Confirmation and approved prior to work commencing	As and when necessary	
School is aware of the access needs of disabled children, staff and parent/carers. School staff are aware of access issues.	Create access plans for individual disabled children as part of SEND support plan when and where necessary.	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs. Raised confidence of staff and governors in their commitment to meet access needs. All parents able to fully access all school activities.	As and when necessary	Risk assessment to be carried out where necessary.
Targets	Strategies	Outcome	Timeframe	Remarks
Curriculum				
Continue training for teachers and support staff on current and relevant aspects of SEND including differentiation as required	Review the needs of children with specific needs, provide all relevant training.	All staff trained and confident with issues linked with accessibility and inclusivity with regards to accessing the curriculum. We recognise that	On going	Priority to SEND training: SLT priority/SEND support and training Safeguarding update staff briefings regularly

		this is an ongoing process and that needs and expertise will change with time.		
All out of school activities are planned to ensure inclusion of all pupils.	Review all out of school provision to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive environment with providers that comply with current and future legislative requirements.	On-going	Staff trained in procedures to be adhered to. EVC coordinators monitor Risk assessments completed for activities both on and off site in addition to individual risk assessments completed for children / adults with additional needs.
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases, for example Systems for hearing impaired.	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils	Reviewed annually Ongoing	Learning environment reviewed regularly by SLT, Governors & external assessors.
Access arrangements to meet individual's needs when taking tests etc. will be applied for and support provided when required.	SENCO/Head teacher will ensure appropriate testing and reports are provided in order to apply for access arrangement.	All pupils will have their individual needs met, school will attempt to remove any barriers to achieving their full potential.	On-going	Modified print available / access arrangements as required. SLT trained in application for access arrangements
Written /Other information				
Targets	Strategies	Outcome	Timeframe	Remarks

Make available school brochures, school newsletters and other information for parent's /carers in alternative formats. Availability of other written material in alternative formats also.	Review all current school publications and promote the availability in different formats for those who require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	On-going	ICT / School website / texting being used to improve communication.
Availability of written material in alternative languages.	The school will use information and translations provided by the EAL Team for key information for EAL families.	School information will be available for all.	On-going as needed	Effective use of translators for meeting with parents. staff using translating materials (ICT based) to support communication.
To continue improving communication for any hearing or visually impaired member of the school community.	To maintain and update systems to support access for these members of the community. To work closely with Halton Visual Impairment and Deaf specialist teachers.	Pupils and parents and visitors who are hearing or visually impaired to be better able to access	Review annually.	Purchase of colour overlays /headphones used when necessary

The Accessibility Plan will be updated every 2 years and reviewed by the Governing body.

Reviewed By Mike Volynchok Chair of Governors Spring 2026

Signed copy available from school office.