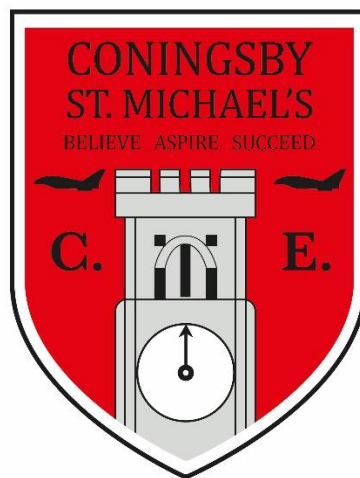


CONINGSBY ST MICHAEL'S PRIMARY SCHOOL



Accessibility Plan

Author	S Liley	Date: July 2023
Checked by	Academy Committee	
Review frequency	Every three years	
Next review due	July 2027	

School Vision:

As Jesus welcomes and values children, we at St Michael's aspire to welcome and value all members of our community. We believe that this welcome and value provides opportunities for all to succeed.

Matthew 18: 2-5

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We at Coningsby St Michael's Primary School endeavour to ensure that no child is excluded from any aspect of school life. This policy will outline progress to date and future developments in relation to the issues of access and disability. This policy has been informed by an accessibility audit carried out by our school SENDCO in collaboration with staff members and through this audit we have identified progress and improvements our school intends to make over the next three years to improve our provision and guarantee equal opportunities for all.

2. The following strategies have already been, or are in the process of being, implemented.

- a) b) Provisions are planned carefully at the beginning of a new academic year to take into account disability issues, including access to the outdoor learning areas.
- b) We have access to various LEA and National support agencies, for advice.
- c) Provision has been made via our ICT plan for alternative methods for children to record their work.
- d) PE lessons and equipment are readily adapted to ensure disabled pupil's inclusion
- e) Specific support programmes are incorporated into class timetables wherever possible.
- f) Access to contact details for support associations have been collated and are available if and when required.
- g) Visual timetables may be placed in classrooms.
- h) School residential visits or day visits are carefully planned to take into account physical, medical or sensory impairment or any other impairment a child may have

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including Academy Committee members and staff.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [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.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	- Our school offers a differentiated curriculum for all pupils. - We use resources tailored to the needs of pupils who require support to access the curriculum - Curriculum progress is tracked for all pupils, including those with a disability - Targets are set effectively and are appropriate for pupils with additional needs - The curriculum is reviewed and adapted to ensure it meets the needs of all pupils - School residential visits or day visits are carefully planned to take into account physical, medical or sensory impairment or any other impairment a child may have	- To ensure that all provision plans and PEEPs are up-to date for all students with a disability. - To ensure all needs are being met within ALL classrooms. - To provide timely and appropriate interventions to support students – physically or cognitively - To ensure all pupils regardless of their disabilities are included in all areas of the curriculum, inside and outside of school	Audit PEEP's and cross reference with provision maps.	SENDCO	December 2023	All PEEP's uploaded to CPOMS
			Learning walks. Book scrutiny.	SENDCO/ HoS	July 2024	Scholar Pack tracking data – pupil outcomes in line with national.
			Data tracking and pupil progress meetings.	SENDCO/HoS		
			EVC lead to work with class teachers & parents to complete necessary risk assessments and paperwork for residentials	EVC lead/SENDCo/HOs	As required	Evolve forms and risk assessments completed at least 4 weeks prior to the visit

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Coloured exercise books / presentations and resources for those with IRLen or Visual Stress. • Support staff to communicate with appropriate vocabulary and to scribe / read / speak on behalf of those who may struggle (when required)	To have more staff within school trained in ELKLAN.	Look at training offers linked to communication.	SENDCO	July 2025	TAs are trained to support children needing different communication methods.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Head of School and executive Headteacher/

It will be approved by the Academy Committee

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy