



## Accessibility Plan 2025-2026

Rooted in Faith, Growing Together

Rooted in Christian principles, we are dedicated to inspiring and nurturing every member of our community to grow as resilient, empathetic, and courageous individuals. Through a commitment to aspiration, collaboration, and kindness, we foster a love of learning, a strong moral compass, and a deep spiritual awareness. Together, we empower our children to thrive academically and spiritually, becoming compassionate agents of change who positively impact the world around them.

‘The seed on good soil stands for those with a noble and good heart, who hear the word, retain it, and by persevering produce a crop.’

Luke 8:15



At St Michael's CE Primary School, we fully embrace our responsibilities under the Equality Act 2010. Our general duties are to:

- Eliminate discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations.

We regularly review all policies and procedures to ensure there are no negative impacts on equality concerning the following protected characteristics: age, disability, ethnicity, race, gender, gender identity and reassignment, pregnancy and maternity, sexual orientation, religion, belief, and non-belief, as outlined in the Equality Act 2010. Should you feel that this policy might have a negative impact on equality or if you require this policy in a different format, please contact the school office.

### **Introduction**

The Disability Discrimination Act 1995, extended to include education by the SEN and Disability Act 2001 (SENDA), and the governing body of St Michael's CE Primary School recognises its general duties under the Equality Act 2010 to:

- Ensure that disabled pupils are not treated less favourably for a reason related to their disability.
- Make reasonable adjustments for disabled pupils so they are not at a substantial disadvantage.
- Plan adjustments to the school environment to improve access to education for disabled pupils and make the school more accessible for disabled individuals.

### **Governing Body Responsibilities**

The governing body must:

- Increase the extent to which disabled pupils can participate in the school curriculum.
- Improve the physical environment to enhance access for disabled pupils.
- Enhance the delivery of information to disabled pupils, particularly in formats other than writing.

Schools are required to resource, implement, and review their accessibility plans as necessary, and this plan will be monitored and evaluated by the board of governors. The attached plan outlines the school's proposals for increasing access for disabled pupils.

### **Disability at St Michael's CE Primary School**

According to the Disability Discrimination Act (DDA), “A person has a disability if they have a physical or mental impairment that has a substantial, long-term adverse effect on their ability to carry out day-to-day activities.”

At St Michael’s, our equal opportunities and disability policy ensures that no group is discriminated against, whether based on sex, religion, race, colour, or disability. To meet this aim, we have implemented policies to ensure disabled individuals are not treated less favourably in their education, service, or support compared to non-disabled individuals, aligning with our Equal Opportunities Policy.

### Access to the Plan

We are committed to ensuring that all pupils, parents, and carers have equal access to our facilities and can fully participate in school activities. We will make reasonable adjustments to accommodate any requirements brought to our attention. Please contact either the office staff or arrange a meeting with Headteacher Mrs Perry if you need adjustments.

This plan will be provided upon request to any current or prospective parent, staff member, or job applicant. It will also inform relevant parts of the school’s development plan and will be shared with leadership.

### Previous Adaptations to the School Include:

- Ramp access to the school.
- Electronic screens in teaching rooms to support children with learning difficulties or visual impairments.
- Staff training for medical needs, such as EpiPen usage, sensory circuits, trauma, and adaptation training.
- Dyslexia-friendly resources in classrooms.
- SEND-specific interventions.
- Provision of coloured overlays and paper books for pupils with dyslexia.
- Clicker software and Lexplore software for additional support.
- Disabled toilet and changing facilities.

St Michael’s Primary Accessibility Plan				
Objective	Strategy	Outcome	Timescale	Success Indicators

Improving access to the curriculum				
Classrooms are well organised and all appropriate equipment is available for children to promote participation and independence of all pupils and adults.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual classes e.g. appropriate tables and chairs, standing desks, writing slopes etc	Lessons start promptly and are accessible to all pupils ensuring all needs are met.	Reviewed termly dependent on need. This is ongoing.	Classrooms are well organised and all equipment is used effectively and can be accessed to develop independence.
Access arrangements to meet individual's needs when taking tests will be applied for and support provided when required in line with statutory guidance.	SENDCo and Head will ensure appropriate testing, reports and equipment is provided in order to apply for additional changes to access arrangements.	All pupils will have their individual needs met and any barriers to achieving their potential will be minimised.	Termly due to need	Children will have access arrangements relevant to their needs allowing them to access the expectations without negative impact or stress.
Improve the support given in class so that all staff are equipped to support all needs of all pupils.	Engage with training and professionals for support due to increased need.	Staff will be highly trained and therefore more confident to support and teach children with additional needs.	Termly	Children will be regulated and achieving in line with their peers.
Developing access to the physical environment				
Ensure that all areas of the school building and grounds are accessible for all children and adults. Continue to improve the access of physical environment for all.	SLT to audit accessibility of school building and grounds.	Any modifications needed will be made to the school building to facilitate ease of access for all- subject to funding.	Ongoing	Ensure that all areas of the school building and grounds are accessible for all children and adults as possible and to continue to improve access to the physical environment for all.