



# **Horton St Michael's CE First School**

# **Accessibility Plan 2024-2027**

# **Horton St Michael's CE First School Accessibility Plan – 2024 to 2027**

## **1. Introduction**

## **2. Aims and Objectives**

## **3. Current good practice**

- Physical Environment
- Curriculum
- Information

## **4. Access Audit**

## **5. Management, coordination and implementation**

## **6. Action Plan**

## 1. Introduction:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for academies. The Plan must be reviewed every three years and approved by the Local Academy Council. The review process can be delegated to a member of the LAC or the Head. At Horton St Michael's CE First School the Plan will form part of the Academy Development Plan and will be monitored by the Executive Headteacher and evaluated by the LAC.

At Horton St Michael's CE First School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Horton St Michael's CE First School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, Staffordshire University Academies Trust and consultations with pupils, parents, staff and governors of the academy. Other outside agencies and specialists have also been consulted. The document will be used to advise other academy planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the academy website. We understand that the Local Authority and our trust (SUAT) will monitor the academy's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Horton St Michael's CE First School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the academy.

4) The Horton St Michael's CE First School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the academy within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a academy fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the academy, adding specialist facilities as necessary - this covers improvements to the physical environment of the academy and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the academy and academy events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Horton St Michael's CE First School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole academy training will recognise the need to continue raising awareness for staff and Local Academy Council members on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be considered when developing and updating the following academy policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- Academy Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

- 8) The Accessibility Plan for physical accessibility relates to the Access Audit of the academy which remains the responsibility of the LAC. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the academy prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- 9) Equality Impact Assessments will be undertaken as and when academy policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 10) The Accessibility Plan will be published on the academy website.
- 11) The Accessibility Plan will be monitored through the LAC.
- 12) The academy will work in partnership with the Local Authority and SUAT in developing and implementing this Accessibility Plan.
- 13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **2. Aims and Objectives Our Aims are:**

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,
- To maintain good practice already in place.

Our objectives are detailed in the Action Plan below

## **3. Current good practice – going into 2024**

- Dyslexia – Additional resources – books with cream paper for every child and dyslexia specific software, such as Nessy, Wordshark and Numbershark.
- Social Skills – circle time, friendship group, reflection areas inside and outside, prayer boxes in each classroom.
- Care plans in place for all specified pupils.
- Dyslexia Friendly Academy.
- All classrooms and corridors carpeted.
- Coloured overlays for dyslexic children.
- Large mouse available to improve fine motor skills
- Speech and language therapy programmes for specified pupils.
- One Page Profiles for SEND pupils.
- School Nurse Liaison.
- Access and knowledge of external support – mobility; visual impairment; talk time; speech therapist; Autism outreach; Behaviour Support; CAMHS; nurses etc.
- Other 'reasonable adjustments' made as needs demand.

## **4. Access Audit**

The academy is a single storey building with a main hall which leads into the Early Years classroom and the library. Classrooms are

accessed through the main reception, through a link corridor between EYs and KS1 and from outdoors under a canopy. There is On-site car parking for staff and visitors, at present this does not have a designated disabled parking bays. The main entrance features access to a corridor leading to a classroom, the hall and to a corridor leading to the main school office, the Headteacher's office and the staffroom. This is all at one level with no steps or ledges. There are disabled toilet facilities available, this is fitted with a handrail and low sink.

#### **5. Management, coordination and implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The LAC and Senior Leadership Team will work closely with the Local Authority, SUAT and Parents.

Target	Strategy	Responsible	Timeframe	Achievement
Raise awareness of the requirements of the Equality Act and Accessibility Policy	Raise awareness in staff and LAC meetings by literature and discussion	Executive Headteacher and Senior Teacher	To be included at various points throughout the year on weekly staff briefing agendas.	
All out of academy activities are planned to ensure the participation of the whole range of pupils	All out of academy activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	All staff Sports Coaches and Instructors	Ensure this is compliant and adhered to continuously across the academic year.	
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	All staff	Time to be given off timetable for staff to complete this in summer term in preparation for September.	Completed July 24 in readiness for September 24.
Training and awareness of disability issues.	Provide training for the LAC, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of the academy.	All staff to complete. Executive Headteacher to organise and source.	Time given to staff to complete training on the National College. All to be completed by summer 25	

#### Improving the Curriculum Access at Horton St Michael's CE First School.

#### Improving the delivery of written information at Horton St Michael's CE First School.

Target	Strategy	Responsible	Timeframe	Achievement
Availability of written material in alternative formats. The academy will	The academy will make itself aware of the services available through the	Executive Headteacher Office Manager SENCO	January 2025	



be able to provide written information in different formats when required for individual purposes.	LA/Trust for converting written information into alternative formats.	English Co-ordinator		
Make the academy newsletters and other information for parents, available in alternative formats.	Review all current academy publications. Promote availability of different formats for those that require it.	Executive Headteacher Office manager	Review by end of Autumn 24	

