

Accessibility Plan

St Michael's Catholic Grammar School

Founded by the Sisters of the Poor Child Jesus, a Voluntary Aided school in the trusteeship of St Michael's Catholic School Trustee and a member of the Loreto Education Trust.



Approved by: Michael Stimpson

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Contents

1. Aims.....	2
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	6
5. Links with other policies	6
Appendix 1: Accessibility audit.....	Error! Bookmark not defined.

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

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.

As a Catholic School, we recognize that all people are made in the image of God and are adoptive sons and daughters of Christ. This is reflected in our Mission Statement which reads:

St Michael's is a Catholic school in which the Gospel message to "Love one another, as I have loved you" informs all aspects of community life.

We are distinguished by the quality of education and care extended to all members of the school community.

Each member of the school community is recognised as an individual and everybody is valued and enabled to fulfil their potential.

In partnership with the wider community we are prepared to make full use of all the opportunities available so that we are all freed to become the best version of ourselves as God intended, and ultimately to create a better world.

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, including its links with the London Borough of Barnet.

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school considers each person as an individual and offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>St Michael's is investing in a new data-tracking and analysis system which will enable the effective tracking of students with disabilities (and/or additional needs) – this is part of our strategy to ensure that no groups of students perform lower than others.</p> <p>We need to raise awareness amongst all sections of our school community so that all understand the barriers to learning which a disabled child (or adult) could face in our school community.</p>	<p>Implementation of new data system to track groups of students.</p> <p>Audit of curriculum content to ensure there are positive role models of disabled people within various subject areas.</p>	<p>Heads of Key Stage</p> <p>SENCO</p>	<p>Dec 2019</p> <p>July 2020</p>	<p>System is operational.</p> <p>An audit is completed – depending upon the results, this could lead to further actions in relation to ensuring curriculum content is reflective of our diverse population.</p>
Improve and	The school has a mix of old and	Ensure that all new	Complete New Building	SLT and	Oct 2019	New Building has a lift.

<p>maintain access to the physical environment</p>	<p>new buildings. If a particular building is not suited to a certain student, then we put in place remedies to ease the situation</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Timetable those students with mobility issues on the ground floor if possible. 	<p>buildings have lifts and a step-free access point.</p> <p>Seek to replace and renovate our old buildings to enable disabled access (New Building and SSEF New Building)</p> <p>Anticipate access barriers for new students and timetable appropriately to reduce/minimize transport time when possible.</p>	<p>and ensure it has a working lift to ease access.</p> <p>In designing SSEF New Build, ensure that accessibility issues are fully addressed.</p> <p>Seek to find out mobility issues future students have and timetable appropriately if possible</p>	<p>Governors</p> <p>SLT and Governors</p> <p>Timetabler</p>	<p>Sep 2020</p> <p>Ongoing</p>	<p>SSEF New Build has a lift and/or ramps.</p> <p>Timetable of disabled students it altered or optimized for accessibility.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible as and when required in response to the needs of individual students. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Sitting at the front of classrooms. 	<p>To ensure that we continue to know our students well so that they can access fully the curriculum and education on offer at our school.</p>	<p>Seek to find out more about our students before they arrive at our school so that we can more effectively cater for their needs.</p>	<p>Heads of Key Stage</p>	<p>Ongoing</p>	<p>Students have full access to the information they require about all aspects of school life.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the headteacher.

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
- Supporting pupils with medical conditions policy

