



**Statement of intent**

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the governing board of St Michael's Junior Church School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the Multi Academy Trust must have regard to the need to allocate adequate resources in the implementation of the strategy.

The local governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The head teacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

### **Overview of current facilities and best practice**

We ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs.

We consult with experts when new situations regarding pupils with disabilities are experienced.

The entrance to the main school building has double doors. The foyer is fully accessible for wheelchair users.

There are disabled toilet facilities available fitted with a handrail and a pull emergency cord. We also have a shower.

There are parts of buildings that are not accessible from inside due to steps. We would have however make reasonable adjustments to the year group classrooms to facilitate wheelchair users.

The car park has a designated space for disabled users.

### **Areas for development**

The school does not have any dedicated visitor parking.

There a number of sets of steps which are not ramped, limiting access to parts of the building.

### **Planning Duties**

Governing boards should undertake an audit of the extent to which pupils with disabilities can

- access the **curriculum** on an equal basis with their peers.
- access the **physical environment** on an equal basis with their peers.
- access **information** on an equal basis with their peers.

All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Signed by:

Head

Chair of governors

Date:

Date:

Next review date:

Curriculum	Environment	Information
<ul style="list-style-type: none"> <li>• Staff CPD ongoing in understanding, identifying and teaching children with physical, complex, specific or other learning difficulties</li> <li>• Plan extra-curricular activities so as to ensure that they are accessible to all children</li> <li>• Ensure EHCP, IHCP and SEN support plans have adequate provision maps in place and are regularly reviewed (including use of TAs)</li> <li>• Purchase relevant software, apps and hardware</li> </ul>	<ul style="list-style-type: none"> <li>• Organise classrooms to best promote the participation and independence of all pupils</li> <li>• Ensure each new venue for trips/ visits is vetted for appropriateness</li> <li>• Review noise levels in particular rooms and take relevant action e.g. Library</li> <li>• Continue to allow access to sensory room, tents, sanctuary and The Nest. Develop a Thrive room.</li> <li>• Ensure Personal Emergency Evacuation Plan (PEEP) for pupils with identified needs are in place. Social stories to be used for children with social and emotional/ASD needs. Ensure system in place so all staff are aware of their responsibilities</li> <li>• Put in place a Personal Emergency Evacuation Plan (PEEP) for pupils with identified needs. Social stories to be used for children with social and emotional/ASD needs. Ensure system in place so all staff are aware of their responsibilities</li> <li>• Support from BWMAT to plan for construction work to be undertaken to improve wheelchair access.</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase relevant software, apps and hardware</li> <li>• Access to translators and interpreters</li> <li>• Dyslexia friendly principles applied in classrooms, letters etc.</li> <li>• Languages other than English displayed</li> <li>• Access to technology e.g. iPads, apps, text message communication</li> </ul>