



St Michael's

Roman Catholic Primary School

St Michael's RC Primary School Accessibility Plan

Date plan last reviewed: _____

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Last updated: February 2025

Contents:

[Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [The Accessibility Audit](#)
4. [Planning duty 1: Curriculum](#)
5. [Planning duty 2: Physical environment](#)
6. [Planning duty 3: Information](#)
7. [Monitoring and review](#)

Statement of intent

This plan outlines how St Michael's RC Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have 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 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

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

- Monitor recruitment procedures to ensure that individuals 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 in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher (Mrs T Grogan) will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO (Mrs H Birkett-Rothwell) will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Outside steps to be clearly visible	Ensure that all outside steps have nosing (2” painted strips to the top and front of each step) in bright coloured paint.	Site Manager, Headteacher	Summer 2025	Improved visibility of outside steps for all pupils/adults including those with visual impairment.	Aut 2025

<p>Medium term</p>	<p>Accessible toilets and hand washing drying facilities should be fully accessible.</p> <p>Emergency cord should reach the floor</p> <p>Staff should be trained in how to respond in the activation of the cord.</p>	<p>All accessible toilets to have mirrors, handwashing/drying facilities and coat hooks fitted at an accessible height.</p> <p>Emergency alarm cords to reach all the way to the ground should an emergency occur.</p>	<p>Site Manager, Headteacher</p>	<p>Summer 2025</p>	<p>Accessible toilet & facilities fully accessible.</p> <p>Staff aware of how to respond to an emergency alarm activation.</p>	<p>Aut 2025</p>
<p>Long term</p>	<p>The school does not have an induction hearing loop fitted to assist visitors who are hearing impaired in the school entrance area.</p>	<p>Install a portable hearing loop and clearly display a sign in the entrance area if school.</p>	<p>Headteacher</p>	<p>Summer 2026</p>	<p>Hearing aid users can communicate with school Receptionist.</p>	<p>Aut 2026</p>

Information

	Issue	What	Who	When	Outcome	Review
Short term	The website should provide information for parents on procedures for supporting pupils with medical conditions.	Display the 'Supporting Pupils with Medical Conditions Policy' on the school website.	SENCO	Spring 2025	Parents have clear access to information about the support/policy and processes in place for supporting children with medical conditions.	Summer 2025
	No signage to indicate where the accessible toilets are.	Add signage to the school entrance area to indicate the location of the nearest accessible toilet.	SENCO	Spring 2025	Accessible toilets are clearly marked out for users.	Summer 2025
	Visitors to school should have clear access to the school Intercom system and main entrance to maintain safety for pupils.	Instructional signage to be added to main entrance doors, any obstructions to this (bin) to be removed)	Headteacher, Site Manager	Spring 2025	Visitor to school are clear about where to go on arrival. Any visitors to school only enter school premises via the main entrance and access is controlled by staff who vet visitors.	Summer 2025

Medium term	Signage in the school car park to be improved.	A sign to be placed at the entrance to the carpark showing that there is accessible parking available and where.	Headteacher, Site Manager	Summer 2025	Reduced risk of public liability claims. Clear and accessible information available to visitors, improving access.	Autumn 2025
		Accessible parking bay to be clearly marked out with paint, as per Audit guidelines.				
		A sign to be erected in front of the accessible parking bay at a height of 1m (in case of snow or leaves on the ground)				
		A safe walkway to be marked out on the car park				

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is January 2026. Any changes to this plan will be communicated to all staff members and relevant stakeholders.