

Accessibility plan

Michaela Community School



MICHAELA

Approved by: Chidi Amadi

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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.

At Michaela Community School we are committed to providing a supportive learning environment in which all children can learn and become successful.

We ask families about the nature of their children's needs at induction and take all needs into account when planning all activities.

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.

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.

This policy complies with our funding agreement and articles of association.

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
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>Disabled pupils have access to all parts of the curriculum. Depending on the pupil's needs, reasonable adjustments can be made to the PE curriculum, where particular challenges are presented. These include additional one-to-one support from an additional adult, and an adaptation of sports played.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p>		<p>Regular review of curriculum taking needs of pupils in to account</p>	<p>Inclusion Director, SLT, HoDs</p>	<p>Ongoing</p>	

	<p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>					
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Elevators</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets</i> • <i>Adjustable tables in classrooms</i> 		<p>Regular review of environment with the needs of pupils in mind</p>	<p>“” & Operations Manager</p>	<p>“”</p>	
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> 		<p>“”</p>	<p>“”</p>	<p>“”</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 Chair of Governors

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	6	NA		
Corridor access	Lift access to each floor	NA		
Lifts	1 lift that accommodates a large wheelchair	6 monthly service	Operations Manager	Biannually
Parking bays	Whilst we do not have a car park for staff or visitors, disabled parking can be provided upon request.	NA		
Entrances	All entrances are either flat or ramped and all have wide doors fitted	NA		
Reception	The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users.	NA		
Toilets	Disabled toilet on each floor.	NA		

	Fitted with handrail and emergency pull cord			
Classrooms	Adjustable tables are in each classroom	NA		
Emergency escape routes	The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.			