

Hathersage St. Michael's C of E (A)

Primary School

Accessibility Plan 2025-2028

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in schedule 10, relating to disability, of the Equality Act 2010.

Aims of the Accessibility Plan

The Hathersage St. Michael's CE (A) Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four years ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliances with that duty.

We are 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 school.

The Hathersage St. Michael's C of E (V) Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain 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 school fails to do this they are in breach of duties under the Equality Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school 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 access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school 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 school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Equality Objectives
- Single Equality Scheme
- Equality Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Improvement Plan
- Asset Management Plan
- School Brochure/Prospectus and vision statement

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

Equality Impact Assessments will be undertaken as and when school 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.

The school brochure will make reference to this Accessibility Plan

The School's complaints procedure covers the Accessibility Plan

The Accessibility Plan will be published on the school website

The Accessibility Plan will be monitored through Governor Finance Committee

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the 'Derbyshire Accessibility Strategy'

The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Signed Chair of Governing Board.....

Date.....

Adopted by FGB

Hathersage St. Michael's C of E VA Primary School Accessibility Plan 2025-2028

Improving access to the curriculum

Target	Action/strategy	Who?	Timeframe	Outcome
<p>Develop a CPD programme to ensure staff are knowledgeable in terms of Equal Opportunities and the needs of pupils with disabilities and strategies to support them.</p>	<p>Develop CPD programme with support for external agencies, where appropriate</p> <p>Monitoring learning plans and hold review meetings with parents</p> <p>Produce a SEND provision map</p>	<p>Class T.</p> <p>SENDCO</p> <p>Class T.</p> <p>SENDCO</p>	<p>Continuous</p>	<p>Adaptive teaching will be apparent in class teaching.</p> <p>Parents are kept up to date on their child's progress.</p> <p>Meetings held with parents to share IEP's</p>
<p>Develop and enhance provision to support emotional wellbeing and resilience for all pupils, and for those with a recognised Mental Health need.</p>	<p>Commitment to CPD to promote health and wellbeing.</p> <p>Embedding and enhancement of an outstanding pupil safeguarding curriculum.</p> <p>Effective use of the Sports Premium funding to promote excellent pupil health.</p>	<p>SENDCO</p> <p>ELSA</p> <p>Class T.</p>	<p>2025-2026</p>	<p>Pupils who can set goals, manage stress and organise their school work.</p> <p>Pupils who can use problem solving skills and their better emotional wellbeing to overcome obstacles to achieve their full potential.</p>

	<p>ELSA employed in school.</p> <p>Zones of emotional regulation to be used throughout the school.</p>			
<p>Ensure all classrooms & Green Room are optimally organised to promote easy access, participation and independence of all pupils</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual classes.</p>	<p>Monitored by Headteacher</p>	<p>Continuous</p>	<p>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils</p> <p>Children have ready access to a range of resources to support their learning.</p>
<p>Make greater use of technology to support learning for all groups of learners.</p>	<p>Support all staff to implement and effectively use Ipad technology within the classroom.</p> <p>Use of Ipads for all pupils – source suitable support apps for additional needs where appropriate.</p> <p>Teachers follow EEF Daily 5</p>	<p>Monitored by SENDO</p>	<p>Continuous</p>	<p>Increased rates of progress for all learners.</p> <p>Increased staff confidence with these programmes</p>

Review deployment of teaching assistants	Review needs of pupils within each class and staff accordingly. Ensure staff skills are matched to pupil needs.	Monitored by Headteacher & SENDCO	Continuous	Pupils needs are appropriately met through effective deployment of skilled support staff. Support provided at key times i.e. lunchtimes, PE lessons.
Pupils with communication difficulties can access the curriculum	Increase the use of rebus symbols across school to allow non verbal pupils to communicate	Headteacher SENDCO	Continuous	In Print rebus symbols in use

Improving the Physical Access

This plan is structured in conjunction with the school's asset management plan, the school safeguarding information, Health and safety Audits and budget. The plan considers necessary work to ensure reasonable adjustments have been made to the fabric of the building to accommodate accessibility issues. In some cases, health and safety and safeguarding issues necessitate more prompt action.

Target	Action to improve physical access	Timeframe	Activity	Cost (estimate)
Short term	External steps – edging to be demarcated in visually contrasting colour.	Task to be carried out in 2025	Ensure step edges are clearly visible	To quote
	External Lighting- Walkways/ paths lighting to be replaced	DCC Option 1	Ensure all paths/ steps/ walkways are appropriately lit	Awaiting quote
	Tree roots making tarmac path uneven	DCC Option 1/ Grounds Maintenance	Paths filled and smoothed	Awaiting inspection
	Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike	September 2025	All staff to declutter rooms and remove unnecessary furniture	Cost of a skip (approx £350)
Long Term	Refurbishment of KS2 toilets taking advice from SEN outside agencies to improve accessibility. Handrails to external steps & ramps to be painted in visually contrasting colour	If funding becomes available	Rooms will have been refurbished following H&S recommendations and advice from outside agencies.	To quote

			Handrails in contrasting colours to support walking	
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Improving the delivery of written information

Target	Strategy	Timeframe	Outcome
Availability of written materials in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	Continuous	The school will be able to provide written information in different formats when required for individual purposes e.g. translation, visually impaired etc
Make available school prospectus, school newsletters and other information for parents in alternative formats if requested	Review all current school publications and promote the availability in different formats for those that require it.	Continuous	All school information available for all through hard copy and website
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve	Include quality of communication in annual questionnaire to all parents	Annually	School is more aware of the opinions of parents and acts on this