



Purpose of the Plan

The purpose of this plan is to show how St Michael and All Angels CE Infant School through our values of love, respect and compassion intend to increase the accessibility of our school for disabled pupils over time.

Connected through the values of love, respect and compassion. Three separate schools, we journey together to grow physically, spiritually, emotionally and intellectually, so that everyone can fulfil their potential. We strive to preserve the wonder of childhood, whilst ensuring our children are future ready.

Be strong and of good courage, do not be afraid nor be dismayed for the lord your God is with you wherever you go Joshua 1:9

Definition of Disability

A person has a disability 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 carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 (DDA) outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. e.g. handouts, timetables, textbooks and information about school events.



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The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

St Michaels and All Angels CE Infant School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

Aims

The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning and factors which may place disabled persons at a disadvantage. Our aim is to ensure that all disabled pupils are enabled to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes and show love, respect and compassion towards disabled people. Through the use of questionnaires, parental discussions and data collection we continually evaluate our provision and look for ways to improve accessibility.

Contextual Information

The school is a two storey building. The top storey is only accessed by staff at the school and the lower storey is entirely accessible to those with mobility impairment, from external access and egress routes. There is a ramp entrance behind the office to enable access into the front area of the school. A ramp and graduated path at the rear of the school enables access to the rear of the building to the playground. There is also a ramp at the side of the building to enable access to the school classrooms. There is a fully functioning disabled toilet which can be used by all users of the premises.

The Current Range of Disabilities at St Michael and All Angels CE infant School

When children enter school with specific disabilities, the school contacts the LA professional advisors for assessments, support and guidance for the school and parents.

If a child temporarily requires support eg through a broken limb we demonstrate compassion and consult the professionals and parents at that time to ensure we meet their needs.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the school office and a record of use is maintained.

We have children with epi-pens, these are stored in clearly labelled, easily accessible locations—not locked away—and known to trained staff. They are kept at room temperature, away from heat and sunlight. Each student requiring an EpiPen has an up-to-date care plan. Staff receive regular training, and EpiPens are checked regularly for expiry and condition. Bags travel with main adult for playtimes or visits to church and trips.



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Some children have allergies or food intolerances. This information is shared with the school's catering team with the express permission from parents. HC3 who cater for the school are able to create specific menus to meet a child's needs.

Some children are allergic to penicillin and a record of these children is maintained and shared with first aiders and class teachers and TAs. All medical information is respected and collated and available to view in each class register.

We have competent Paediatric First Aiders who hold current Paediatric First Aid certificates. These certificates are held in the school office. Notices are placed around the school which lists the names of these first aiders. Staff carry walkie talkies if they are accessing the field.

All medication is held centrally in the school office which is accessible to the class based for that child team. There is a locked fridge in the school First aid room (which also serves as the designated medical space) to store medicines which require refrigeration.

St Michael and All Angels CE Infant Accessibility Plan

Target	Action Required	Outcome	Persons responsible and time
To ensure that the accessibility plan is reviewed and discussed at selected resources meetings	Create a school link Governor Ensure the link Governor monitors and updates the plan	Accessibility targets are met The school complies with legislation Governors are up to date on plan needs	Link governor SENCo Exec Head Annual Review 3 year plan
To raise staff awareness about disability issues , legislation and meeting needs	Provide staff training Seek advice from HCC Ensure this policy links to appropriate policies	Staff understand accessibility issues and the legislation surrounding the importance of considering these	EHT Governors
To ensure that consideration is given to all children when new play equipment is purchased.	Where possible ensure that all future play equipment is accessible for those with mobility impairment. Ensure that spacing between new equipment allows for wheelchair access.	Disabled children will be able to access more outdoor area and equipment Children can play more freely together.	EHT HOL Governing body Site manager



	In year R ensure that all areas eg mud kitchen are accessible with ramps built in – ramp in main access point to be built.		
To ensure accessibility to the central quad area for those with mobility impairment	To create two ramps from the quad area into the classrooms, main ramp from YR door area.	Children can freely and independently access this area for learning	Hol Site manager EHT Link governor
To ensure that educational trips are accessible for all children	Develop a long term curriculum plan that links to appropriate Ed visits for all Check disabled access of the educational visit site	All pupils will be able to partake in ed visit and therefore access the curriculum	Whole school staff
To ensure that all parents can access school information/ reports on their children	Ensure that all parents if required can access hard copies in the required size (12 +) Ensure that communication is reviewed regularly to meet parental needs To work with outside agencies if appropriate .	Parents can access information and are fully informed about their child's progress	Hol Admin
To ensure that all staff are trained and able to meet the needs of SEN children	Ensure transition periods of a child coming to school or from class to class include information and training on meeting that child's needs and that class environments are changed if appropriate. Resources and task designs will be reviewed in planning	Child's data will reflect that the individuals are making progress	Ongoing EHT HOL Class teachers

Approved by Governors

Review date Jan 2028