Shine as Lights in the World

St. Michael's Woolmer Green C of E Primary School

Accessibility Plan

Date of review:	***November 2026***
Date of next review:	***November 2029***
Responsibility:	***Learning and Pupil Progress Committee***
Classification:	***Public***

1. Aims

Shine as Lights in the World is our school vision and we believe it is central to the care and protection of our children, our first and most important duty. Our vision, which has been developed and widely shared with our whole community, makes protection and safeguarding everybody's responsibility. Our School adheres to the highest standards and adults model day-to-day fair and equal treatment so that all our children see in action that respect is about how we treat one another. Our children are reminded that there are adults in school whom they can approach if they are worried and lunchtime nurture is available to all.

Our Golden Rule is: We will treat one another in a fair and equal way and treat others in the way we wish to be treated.

As a church school, we recognise that a truly inclusive community listens with understanding to all its learners and we equip ourselves with up-to-date professional training and clear processes to ensure we are alert to all eventualities, and we maintain an attitude of 'it could happen here' and 'it could be happening here.' When we are concerned about the welfare of a child, all staff act in the best interests of the child. We hold in our hearts that parenting is a very tough job indeed. We support our families proactively as they develop throughout their school journey and by promoting our school values, we believe we are putting in place policies and practices that serve our whole community. 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.

We have included a range of stakeholders in the development of this plan, including staff, parents, pupils and Governors.

2. Legislation and guidance

This Accessibility Plan has been prepared in accordance with:

- The **Equality Act 2010**, particularly Schedule 10, which requires schools to publish and implement an Accessibility Plan. [legislation.gov.uk], [gov.uk]
- The Department for Education's **Equality Act 2010: Advice for Schools**, which provides guidance on schools' duties to eliminate discrimination, advance equality of opportunity and foster good relations. [gov.uk]
- The **Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years** (updated September 2024). [gov.uk]
- The **Children and Families Act 2014**, which places duties on schools to identify, assess and support children and young people with SEND. [gov.uk]
- The **Public Sector Equality Duty (PSED)** under Section 149 of the Equality Act 2010, requiring schools to have due regard to the need to:
    - Eliminate unlawful discrimination, harassment and victimisation;
    - Advance equality of opportunity between people who share a protected characteristic and those who do not;
    - Foster good relations between people who share a protected characteristic and those who do not. [gov.uk], [equalityhu...rights.com]

The Equality Act 2010 defines a disabled person as someone who 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. A long-term impairment is one that has lasted, or is likely to last, for at least 12 months. A substantial effect is one that is more than minor or trivial. This definition includes sensory impairments, neurodivergent conditions, mental health difficulties and long-term medical conditions. [gov.uk], [gov.uk]

Schools are required to make **reasonable adjustments** to ensure that disabled pupils are not placed at a substantial disadvantage compared with their peers. This duty is anticipatory, meaning that schools must think ahead and plan for the needs of disabled pupils rather than waiting until difficulties arise. Reasonable adjustments may include changes to policies, practices, procedures, curriculum delivery, the provision of auxiliary aids and services, and improvements to accessibility. [essexsendiass.co.uk], [suffolksen...iass.co.uk], [gov.uk]

Under Schedule 10 of the Equality Act 2010, schools must develop plans to improve:

1. The extent to which disabled pupils can participate in the curriculum;
2. The physical environment of the school to increase access to education and associated services;
3. The availability of accessible information for disabled pupils, parents, carers, staff and visitors. [legislation.gov.uk], [gov.uk]

The Governing Body is committed to ensuring that disabled pupils, staff, parents, carers and visitors are not discriminated against and can participate fully in all aspects of school life.

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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers an inclusive and differentiated curriculum for all pupils. Staff are well informed about pupil needs. We use resources tailored to the needs of pupils who require support and/or scaffolding to access the curriculum. Curriculum resources (reading materials) include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	To continually review classroom practice To ensure all staff know about all the provisions available Additional reading resources Class and personalised provision maps CPD and staff meetings to review the curriculum	All classes have a visual timetable Now/Next card for individuals who need smaller steps Additional 1 to 1 & group support Herts Easy Tracker used to monitor all pupils, plus IEALD for Early Years and AET targets	All class teachers & TAs, overseen by HT and SENCO TA	Annually	All children able to access the curriculum and make good progress, including in national assessments. Achieving personal goals
To improve and maintain access to the physical environment for the whole school	We have a marked disabled driving bay in the car park and entrance to the main office is on one level. Access to the Reception Class is via	To continually review the physical environment				

community.	a ramp from the outdoor area and Year 1 can be accessed via this as well. Year 2 can be accessed from the playground on the level. Year 4 & 5 can be accessed through the hall and Year 6 from the playground. Year 3 can only be accessed via steps from the playground or steps internally to class. There is a large disabled toilet by the main entrance.	Entrance to this classroom could be via Year 2 classroom	If we had a child in Year 3 with a disability we would have to think about a change of class or entering via Year 2	HT & SENCO TA	As necessary	All children would have equal access to the classrooms
Improve digital accessibility for the whole school community	Our school uses a range of communication methods to ensure information is accessible. This includes: • A virtual tour of the school to familiarise pupils and adults with the environment & classrooms • Pictorial or symbolic representations - Widgit • Individual workstations • Visual symbols & timetables • Clicker program • iPad/Laptop	School website is designed to meet accessibility requirements where possible. Use of electronic communication systems with translation and accessibility functions. Availability of documents in alternative formats upon request.	Review of website accessibility. Ensure online content meets accessibility standards where applicable. (Web Content Accessibility Guidelines). Provide key documents in accessible formats (large print, accessible PDF, translated versions) upon request. Train staff on creating accessible digital documents.	All staff, HT & SENCO TA	Ongoing reviewed annually	All pupils, parents, carers and visitors can access school information regardless of disability, language or communication need. All children can communicate effectively and access learning.
Support Mental Health and Wellbeing	Our school is passionate about nurture and wellbeing. We have: • Zones of regulation • Mindfulness • Nurture lunchtime club • Wellbeing email • One to one mentoring &	To ensure all our children experience good mental health and that SEMH does not become a barrier to learning	To remind all children, parents & staff about what we have available to support children To encourage children who need additional support to	All staff, HT & SENCO TA & Mental Health Leads	Ongoing	All children feel supported and have strategies to deal with times when emotions can become a barrier to learning

	group work to support SEMH • Protective Behaviours • Lego therapy • A bank of sensory resources to support anxiety; fidget toys, worry monsters, weighted blankets and a range of books		access the things available To ensure staff feel they have the tools to support any mental health issues			

4. Monitoring arrangements

This Accessibility Plan will be reviewed every **three years** and may be reviewed earlier in response to:

- Changes in legislation or statutory guidance;
- Changes to the school site or facilities;
- Emerging needs of pupils, staff, parents or visitors;
- Recommendations arising from accessibility audits, SEND reviews or Equality Duty monitoring.

The Headteacher, SENDCo and Governing Body will monitor progress against the plan and report on its implementation as appropriate.

5. Links with other policies

This Accessibility Plan should be read alongside the following (not exhaustive):

- Equality Information and Objectives Statement
- Special Educational Needs and Disabilities (SEND) Policy
- SEN Information Report
- Determined Admissions Arrangements Policy
- Health and Safety Policy
- Allergy Safety Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy
- Attendance Policy
- Child Protection Policy
- Mental Health and Wellbeing Policy
- Complaints Policy

Appendix 1: Accessibility audit template

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				