



**MICHAEL
FARADAY
SCHOOL**



ACCESSIBILITY PLAN

May 2023

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 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

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 Michael Faraday, we will:

- Take reasonable steps to avoid pupils with disabilities being at a substantial disadvantage
- Not treat pupils with disabilities less favourably
- Not discriminate in the provision of education and services for pupils with disabilities
- Set suitable learning challenges
- Respond to the learning needs of all pupils to help them overcome potential barriers to learning

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.

The information as set out in the accessibility plan relates to:

- Equality Act 2010
- Department for Education (DfE) guidance for schools on the Equality Act 2010.
- SEND Code of Practice
- Local Authority Admissions Criteria
- Relevant staff training to accommodate and meet the needs of individual pupils

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

ACTION PLAN

Our aims are to:

- Further increase access to the curriculum for pupils with a disability
- Further develop and maintain access to the physical environment
- Develop accessibility for disabled members of the school community

Further increase access to the curriculum for pupils with a disability			
Priority	Actions	Who?	Success Criteria
Consider the needs of all new children and make adjustments prior to the child starting school.	<p>Liaise with pre-school providers to prepare for the new intake of children into EYFS each year.</p> <p>Liaise with educational establishments to prepare for the intake of new children who transfer within year</p> <p>Review application forms and discuss with parents/carers each child's individual needs.</p> <p>SENCO and class teacher, in conjunction with outside agencies and parents, to agree on actions to be taken to enable them to access the curriculum and environment.</p> <p>Review and ensure there are robust information sharing procedures in place</p>	EYFS team SENCOs	Suitable provision in place prior to the child joining the school.
Increase access to the curriculum for pupils with a disability	<p>We provide a broad and balanced curriculum for all pupils, including those with disabilities</p> <p>Resources are tailored to the needs of all pupils including those with disabilities</p> <p>Staff are aware of key information about children's physical (which includes medical) and education needs and appropriate training is in place</p> <p>Relevant resources are used to support pupils with disabilities, and to support all pupils to understand these</p> <p>We track the progress of all children, including those with disabilities</p> <p>Appropriate targets are set for pupils with disabilities</p> <p>The curriculum is reviewed regularly to ensure it meets the needs of all pupils, including those with disabilities</p> <p>Termly Progress meetings take place to review the progress and provision provided</p>	SLT SENDCOs SLT/ Teachers/ SENDCOs	Children with disabilities have access to the curriculum
Development of social and emotional learning for all children	<p>Provide whole school training on Emotion Coaching is embedded across the school</p> <p>Embedding Emotional Literacy improvements and development of a shared language and understanding across the school.</p> <p>Increase number of staff who are trained in attachment needs and Trauma Informed Practice.</p>	SLT SENCOs	
Increase access to learning for pupils with Dyslexia and Dyscalculia	<p>Audit provision against 'dyslexia friendly' criteria</p> <p>Explore SpLD specialist teacher training</p> <p>Review all interventions to ensure children with SpLD receive the correct support</p>	SENCOs	
Embed the use of communication	<p>Staff to have basic Makaton training, including Makaton sign of the week in admin meeting</p>	SLT Teachers	Visual symbols and Makaton being used

strategies/support across the school	Using visual symbols to support understanding	SENCOs	consistently across the school
To further enhance the provision for children with a hearing impairment	Use advice about equipment and support from the Hearing Impairment team and other outside providers.	SENCOs	All children to have full access to the curriculum.

Further develop and maintain access to the physical environment			
Priority	Strategies	Who?	Success Criteria
Further develop accessibility for disabled members of the school community	<p>The environment is adapted to the needs of pupils as required.</p> <p>We have:</p> <ul style="list-style-type: none"> • A Lift • Disabled toilets on all levels 	<p>SLT/SEND COs</p> <p>Premises Officer/SBM</p> <p>Premises Officer/Cleaners</p>	<p>The school environment can fully accommodate the needs of a wheel chair user or those with limited mobility.</p> <p>A school environment which allows ease of access and movement around it for all members of the school community.</p> <p>Safe evacuation of all members of the school community in an emergency.</p>
To maintain safe access for those with a visual impairment	<p>Regularly check condition of internal staircases to ensure treads and coverings are of a good condition and do not become a trip hazard.</p> <p>Regularly check condition of the yellow paint used on the step edges regularly on outside metal staircase and touch up as required.</p> <p>Check exterior lighting is working on a regular basis.</p> <p>Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child, as required.</p>	SENCOs	Members of the school community with a visual Impairment to feel safe when moving around the school environment.

Develop accessibility for disabled members of the school community			
Priority	Strategies	Who?	Success Criteria
To continue to ensure that children, parents and staff receive information in an accessible format.	<p>Access arrangements continue to be considered and put into place for statutory testing.</p> <p>Use of electronic reporting methods – e.g. email, texts etc.</p> <p>Use of interpreter as and when required, to avoid a language barrier</p> <p>Review signs with symbols, welcome sign in different languages and formats.</p>	SENCOs Admin team	Evidence that appropriate considerations and reasonable adjustments have been made
To ensure that parents / carers are well informed in terms of disability and Special Educational Needs	<p>SEN report giving a summary of Special Needs, the processes and answering frequently asked questions – updated annually</p> <p>SENCO to source appropriate leaflets and display predominately in the school and on the school website.</p> <p>SENCO to organise coffee mornings for parents / carers</p>	SENCOs	Parents and carers will have a wider knowledge of disability and SEN needs and issues

MONITORING ARRANGEMENTS

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher and shared with governors

It will be approved by the headteacher.

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
- SEND policy
- Supporting pupils with medical conditions policy

Shared with Governors	June 2023
Review Date	Summer 2026