



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

Accessibility Plan for Period 2026/27 – 2029/2030

Date of Review: July 2030

This Accessibility Plan has been prepared in accordance with the Equality Act 2010. It sets out how St Michael and All Angels CofE Primary & Pre School will increase access to education for pupils with disabilities in three areas: curriculum, physical environment and information. The plan forms part of our duty under the Equality Act and complements our SEND Policy and Single Equality Scheme

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children / young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled.

St Michael and All Angels Primary will monitor the implementation of the plan and keep under review the access needs of the school.

The Accessibility Plan will be reviewed annually by the SENCO and SLT and formally approved by the Governing Body (Resources Committee) every 12 months. An interim report, including progress against success criteria and a log of accessibility requests, will be provided to governors each spring term.

Respect. Resilience. Responsibility. Confidence. Co-operation. Compassion.

*Curious minds, resilient learners, compassionate community.
Be strong and courageous (Joshua 1:9).*



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	Focus/Objective	Success criteria	Action	People Involved	Timeframe	Cost	Outcome/Review Evaluation
Short Term	Accessibility of the curriculum with delivery of information via alternative formats. Including: Internal signage with Makaton Large print resources Induction loops Pictorial or symbolic representations	All signage for main entrances and key internal areas will include pictorial symbols / Makaton basic signs. A named responsible person for converting written materials (letters, newsletters, policies, curriculum resources) into large print and audio formats is in place; requests are acknowledged within 5 school days and fulfilled within 20 school days or a clear timescale communicated. A log records all requests for alternative formats and the response time, reviewed termly by the SENCO.	School makes itself aware of services available through LA for converting written information into alternative formats	SENCO/ SLT/ Senior Admin	Term 1 2026/2027	Estimated £100 for signage conversion, training time and minor resource purchase. Funding to be met from delegated SEND budget / school improvement contingency.	The school can provide information in alternative formats. Accessibility for disabled children/ young people to the curriculum has improved.
Short Term	Classrooms are organised to promote independence.	Classroom accessibility audit shows progress. Resources are accessible to all children and clearly labelled.	Teachers to complete classroom accessibility audit. Resources to be labelled.	SLT Teacher	Term 2 2026/ 2027	£100 for items to organise resources	Children can access resources without support which encourages independence.

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Medium Term	Incorporation of appropriate colour schemes when refurbishing to benefit children/ young people with Visual Impairments Training for teachers on adapting the curriculum for those with Visual Impairments through High Quality Teaching Strategies.	Children with visual impairments receive the support they require to reach their full potential. Staff feel confident in using a variety of strategies to support children with VI.	VI training to be provided to all teaching staff.	SENCO	Term 2 2027/2028	£100 for resources	Children with VI receive the support to achieve their full potential.
Long Term	School plans to improve and maintain access to designated areas over successive financial years. To adapt the environment to the needs of pupils as required but also in anticipation of the needs of future pupils. Library shelves at wheelchair-accessible height Coat peg heights at wheelchair accessible height	All children can access equipment, resources and belongings independently.	Placement of furniture to be considered. Shelving to be considered/ moved. Pegs to be moved. Drawers to be moved to ensure they are accessible to all.	SLT/ Site manager	Term 3 2028/29	Capital adaptations to shelving and coat pegs will be costed as part of the school's rolling maintenance plan; with funding from capital improvements. The Headteacher and Deputy head will identify funding sources each year.	All children can be independent and safely access resources, belongings and equipment in all areas of school.

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