

St Michael's CE (Aided) Primary School Access Action Plan 2011-2014

Physical Access						
Timescale	Aim	Strategy	Led by	Success Criteria	Resources	Progress
Short Nov 11 – Nov 12	Plan for access improvements	Carry out Schools Self-Audit Questionnaire to identify areas for improvement	SG/ DEG	Access improvements identified and used to inform Access Action Plan	Schools Self-Audit Questionnaire	
	Raise awareness of mobility issues in classrooms	Raise awareness of furniture positions in classrooms via discussion with staff at staff meetings	SG / All staff	Class furniture layouts reflect consideration of the needs of all members of the community	Staff meeting time	
	Provide better access between levels e.g. hall & office area / hall & library area.	Install handrails adjacent to steps outside Y3 classroom. Install handrails adjacent to steps leading to library.	SG / Govs	Better accessibility for all users of building	Quotes for works Buildings / sites budget. Cost of rails / fitting.	
	Increase the amount of seating provided for outdoor events, e.g Sports Day	Inform caretaker of need to provide additional seating for specific events. Buy chair trolley to aid in transportation of chairs for events	SG / Govs	Increased seating provided for whole school events that take place in the outdoor environment.	Chair Trolley to be purchased.	
	Increase awareness among all members of the school community about the dangers of cycling scooting on the school premises.	Set up a competition as a means of generating design ideas for suitable signage on the playground to remind people about our rule about cycling / scooting.	SG SG / Govs	Competition has taken place. Children's ideas have been used for signage on the playground and around the school site.	Competition – space for display. Source company to transfer art work onto board.	

Medium Nov 11 – Nov 13	Increase awareness of a range of disabilities and needs with specific focus on blind / partially sighted	Compile a list of generic signs in school, e.g. classroom Investigate the possibility of providing generic signs in print and in Braille.	SG/Govs	Signage in place and children's awareness of needs of blind / partially sighted	Source company to provide signage	
	Investigate the possibilities of installing a ramp to the entrance to the Year 3 classroom in order to provide disabled access between indoor and outdoor areas.	Investigate possibilities of ramp running along wall adjacent to classroom. Survey area and access quotes for work. Discuss at Governors' Buildings and Sites meeting.	Govs / SG	Quotes received and decisions made with regard to the viability of installing a ramp to the Year 3 classroom.	Funding to support development (tbc)	
	Review standard and effectiveness of blinds as screens to reduce direct sunlight and to provide shade in the classroom and thereby reduce heat gain.	Review blinds in classrooms where the position of the interactive whiteboard is effected by sunlight – years 3, 4, 5 & 6 Review blinds in classrooms where the blinds are required to provide shade and reduce heat gain – Yrs 1, 2, 3, 4 and ICT room.	SG / Govs	Blinds in all classrooms in school have been reviewed and existing blinds renovated or new blinds installed where required.	Blinds to be purchased cost to be confirmed	
	Upgrade provision of on-site parking for disabled drivers / users.	Provide marked disabled parking space. Put in place a system that will ensure that the space is available for disabled visitors.	Govs / SG	Parking space marked to show designated space for disabled drivers	Cost unknown at present	

	Improve 'chill out' / areas for reflection in the outdoor areas.	Raise awareness of current provision, e.g. Julie Bench. Discuss use of other areas, e.g. courtyard with pupil groups, e.g. School Council.	SG / CA/ School Council	Pupils can access a wider range of places for quiet reflection / as areas to 'Chill Out'	Furniture for courtyard?	
Long Nov 11 – Nov 14	All new building work to include installation of lever taps in cloakrooms and classrooms.	Ensure that when building work is undertaken it takes full account of DDA regulations and accessibility for disabled users.	SG / Govs	Ease of use for all users of new Catherine Wheel / Hall project. Timescale 2009 - 2012		

Curriculum Access

Timescale	Aim	Strategy	Led by	Success Criteria	Resources	Progress
Short Nov 11 – Nov 12	Ensure equality for all pupils through representation	Audit the representation of disabled people in teaching resources, especially in library and improve if necessary	EB/ SG	Resources, especially library reflect range of disability.	As per audit	
	Ensure all pupils are aware of 'Pit Stops' and Buddies System to help relationships in school and on the playground.	Use assemblies to remind children about Pit Stops on the playground and the way they can be used. Use assemblies to introduce this year's Year 6 Playground Helpers and remind children about how they can help them with relationships in school and on the playground.	SG / All staff	Profile of Pit Stops and Buddy System raised and used by children across age range.	Training provided by SG – bands for 'Buddies'	

	Ensure that all pupils are able to access instructions / information on whole class teaching boards	Teachers to be aware of font size being used on white board / interactive whiteboard to ensure all are able to see. Sun light and effects on boards to be considered by staff	SG/ All Staff	All staff are aware of the importance of using an appropriate font size and the impact of light on boards and have adapted practice accordingly.		
	Ensure that curriculum planning meets the needs of all groups of pupils in school.	Teachers' planning to identify specific interventions / support for particular groups of pupils. Progress of groups, e.g. SEN, FSM, to be tracked.	SG / EB / All staff	Differentiation evident in teaching and the highly differentiated curriculum enables all learners to participate and make progress across the curriculum		
	Provide for the social inclusion of all pupils through the setting up of a Playground Activities Nurture Group focusing on the needs of vulnerable children.	AM to work with groups of children from Years 1 & 2 on a rotation basis throughout the academic year – games to build self esteem, social skills, co-operative games. Activities to take place twice per week.	AM / SG	All pupils in years 1 and 2 have accessed Playground Activities group and learned a range strategies to help them on the playground and a range of games to play.		

<p>Medium</p> <p>Nov 11 – Nov 13</p>	<p>Identify possible approaches to self-monitoring and emotional health for individuals and for groups / whole classes</p>	<p>Investigate programmes to support mental and emotional health for children, e.g. massage, yoga, meditation, Wake-Up Shake Up.</p> <p>Source local providers to provide taster sessions – parents?</p> <p>Compile profiles on each programme to share with School Council.</p> <p>School Council to provide classes with information and survey classes about preferences and feedback to CA / SG</p> <p>Trial programmes that have generated most interest.</p> <p>Set up relaxation, reflection areas in classrooms to support individuals, e.g. reflection tank, breathing exercises, meditation.</p>	<p>SG / CA School Council All staff</p>	<p>Programmes to support self-monitoring and emotional health have been investigated and trialled and staff and pupils have a better understanding of strategies to support individuals, groups and whole classes.</p>	<p>Funding to support trialling programmes in school – PTA??</p>	
<p>Long</p> <p>Nov 11 – Nov 14</p>						

Access to Information						
Timescale	Aim	Strategy	Led by	Success Criteria	Resources	Progress
Short Nov 11 – Nov 12	Ensure that the school Newsletters are readily available for parents	Class newsletter pockets to be put up in each classroom. Reminder in newsletter about carousel at front of school.	SG	All parents have access to the School Newsletter	Class noticeboards	
	Increase pupil awareness of where to access information about events in school and the local community	Discussions in class to raise awareness of where information is stored / available, e.g. PTA noticeboard. Pupils to put forward suggestions for icons to be added to newsletter to highlight specific types of information	SG / All staff	Pupil access to information is improved with a range of sources being accessed to gain information	Newsletter Notice boards	
	Ensure that all staff are aware of pupils' specific needs and signals that may be used to indicate that action is required, e.g. diabetes	Staff discussion re signals that are currently used by children to indicate a particular need, e.g. to visit the toilets. Discuss setting up of system with common signals, e.g. use of sign language, with signals taught to all.	SG / EB	A signalling system set up in school in order that children can indicate their medical needs clearly and simply.	Signing – personnel with experience (AM)	
	Improve transition arrangements for pupils with specific needs.	Set up an opportunity at the end of the academic year for parents of pupils with specific needs (not necessarily SEN) to meet with teachers for a transition meeting in order to pass on key information.	SG / EB All Staff	Better understanding of pupils' needs and relationship established between home and school at an early stage.	Meeting time in summer term.	

	To raise the profile of strategies used to communicate information about pupils with specific needs.	SEN TA to raise profile of Home School Link diary via newsletter / teachers in IEP meetings. Flag up IEP review weeks in newsletter to ensure that parents are aware that the IEPs are due for review and that the teacher will be in contact.	SG / EB All staff	Parents are aware of key dates linked to IEPs and Home School Link diaries are being used effectively	Newsletter Home School Link Diaries	
Medium Nov 11 – Nov 13	To share a range of strategies and resources to support parents with children with a disability.	Work towards providing a booklet to help parents who have children with a disability. Include strategies to support, programmes, useful contacts etc.	EB / JJ	Supportive booklet available for current and future parents.		
	Ensure that awards / rewards given are fair and accessible to as many pupils as possible	Review awards / rewards system. Are there awards that all can attain? What are the barriers? Are there other awards to compensate? Discussion with pupils via School Council and school staff	SG / EB	Feedback from consultation is provided on award / reward systems in school		
Long Nov 11 – Nov 14						