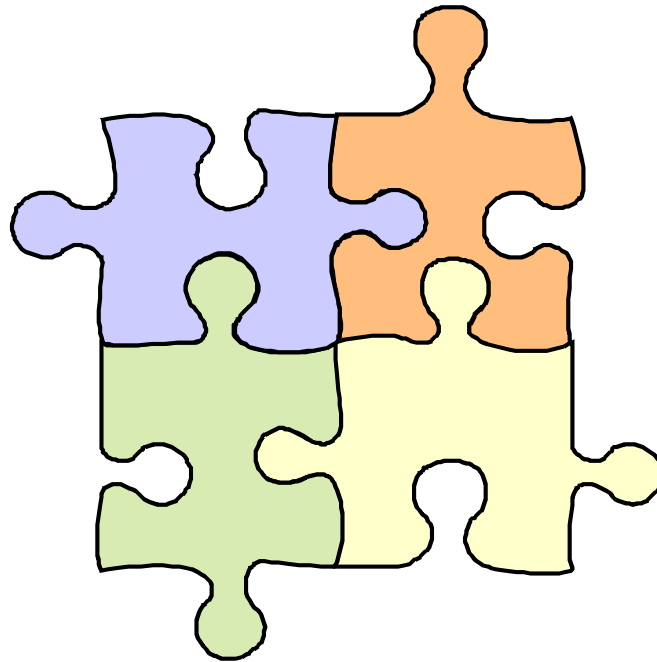


St Michael's CE (Aided) Primary School



Access Policy & Plan

Starting points

1A: The Purpose and direction of the school's plan: Vision and values

St Michael's CE (Aided) Primary School has high expectations for pupils with disabilities and a commitment to pupils' full participation in school activities and community. Our policy is driven by the principles of equal opportunities as outlined in the National Curriculum Inclusion statement. In planning and teaching the Early Years Curriculum and the National Curriculum, teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

1B: Information from pupil data and school audit

- ◇ The school currently has an average of 11% of pupils on the SEN register with varied needs. The Special Educational Needs of the pupils include a range of language difficulties including Speech, Language and Communication difficulties and dyslexia, dyspraxia, emotional and behavioural difficulties, medical needs such as severe allergies and specific medical needs e.g diabetes.

- ◇ The school has physical access to the main entrance by ramp and there are disabled toilet facilities available and accessible. The interior of the building is not fully accessible due to 2 steps between the entrance corridor and the hall and a further 2 steps from the hall level to the year 5 and 6 classrooms and the library. However, this has been overcome through the provision of level access from the exterior of the building at other entrance points. Further

work to provide level access to the current Year 3 classroom is included in the Access Action Plan.

- ◇ Pathways of travel around the school site and parking arrangements are safe. Parking on site is limited to 5 designated spaces. School gates are closed during the school day to prevent vehicles entering the site. All play areas are fenced off from the car park by a locked gate and are sited to the side and rear of the building away from the car park.
- ◇ Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the playground. We will review the provision of a visual alarm should the need arise.
- ◇ Space for quiet work and small group work has improved in recent years with the addition of a small group room. A 1:1 SEN room is available and the library and staff room are also available at times throughout the day. Further improvements are planned as a result of remodeling of the ICT room.
- ◇ Furniture and equipment are selected as standard, age related as appropriate.
- ◇ All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in drama productions, music, PE and class sharing assemblies.
- ◇ School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.

- ◇ Teachers and teaching assistants attend SEN courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' IEP targets and liaise with specialist and support services.
- ◇ Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.
- ◇ Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given printed copies of texts, or information is written down for them.
- ◇ We work in close consultation with our EAL teacher in order to ensure that children with English as an additional language are provided with individual / small group teaching to develop their language skills and increase access to the curriculum.
- ◇ We have a clear policy on the administration of medicines, with staff trained to administer epi-pens and medicines linked to diabetes. There is a register of children with medical needs.
- ◇ Photographs of children with specific medical needs or allergies are displayed in the staff room and medical room. Information relating to these children is also passed on to lunch-time supervisors and included in registers in order to inform visiting teachers.

- ◇ Epi-pens and inhalers are always taken on visits / trips out of school. Staff trained in first aid and the use of epi-pens always accompany trips.

1C: Views of those consulted during the development of the plan

- ◇ Parents, pupils, school staff and governors have been consulted in order to write this plan. Comments and recommendations have been taken into account wherever possible and included in our action plan. Through feedback received at parent consultations and IEP reviews we are confident that the school adopts a curriculum to meet the needs of pupils with disabilities. Ongoing monitoring enables us to identify where changes might be needed and adapt accordingly. The review process takes account of the view of the child when planning for their support.

2. The main priorities in the school's plan

2A: Increasing the extent to which pupils with disabilities can participate in the school curriculum

- ◇ Audit the representation of disabled people in books and teaching materials and increase if necessary - with a particular focus on books in the school library.
- ◇ Ensure all pupils are aware of 'Pit Stops' and Buddies System to help relationships in school and on the playground.

- ◇ Ensure that all pupils are able to access instructions / information on whole class teaching boards.
- ◇ Ensure that curriculum planning meets the needs of all groups of pupils in school in order to improve access to the curriculum, including strategies that are sensitive and responsive to pupil diversity.
- ◇ Identify possible approaches to self-monitoring and emotional health for individuals and for groups / whole classes
- ◇ Ensure appropriate professional development for staff on inclusive classroom practice and on specific disability issues.
- ◇ 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.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- ◇ Raise awareness of mobility issues in classrooms, e.g. position of furniture and free flow around spaces.

- ◇ Provide better access between levels e.g. hall & office area / hall & library area, e.g. installation of handrails for support.
- ◇ Increase the amount of seating provided for outdoor events, e.g Sports Day.
- ◇ Increase awareness among all members of the school community about the dangers of cycling scooting on the school premises.
- ◇ Increase awareness of a range of disabilities and needs with specific focus on blind / partially sighted
- ◇ 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.
- ◇ Improve 'chill out' / areas for reflection in the outdoor areas.
- ◇ All new building work to include installation of lever taps in cloakrooms and classrooms.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

- ◇ Ensure that spare copies of all school communications, e.g. the school Newsletters are readily available for parents via Class Letters pockets in each classroom.

- ◇ Increase pupil awareness of where to access information about events in school and the local community.
- ◇ 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, use of toilet facilities.
- ◇ Improve transition arrangements for pupils with specific needs, especially those pupils with disabilities that do not have an IEP.
- ◇ To raise the profile of strategies used to communicate information about pupils with specific needs.
- ◇ To share a range of strategies and resources to support parents with children with a disability - with the ultimate goal of producing an information booklet for parents of pupils with disabilities.
- ◇ Ensure that awards / rewards given are fair and accessible to as many pupils as possible.

3. Making it happen

3A: Management, coordination and implementation

- ◇ School staff to be aware of the Equality Policy and Access Policy and the role of the Disability Equality Group (DEG) and how the disability duties apply to schools through staff meetings and identification of staff training needs.
- ◇ The Governing Body in collaboration with the DEG will have overall responsibility for the plan and will set priorities related to their responsibilities for the plan, including direction, vision, monitoring, review and annual evaluation.
- ◇ The Access Plan, whilst remaining a separate plan, will be embedded within the School Development Plan.
- ◇ The Access plan will be coordinated with the school's responsibilities towards disabled staff under Part 2 of the DDA and towards the general public under Part 3 of the DDA and our duties under Health and Safety, race and Human Rights legislation.
- ◇ Implementation is set out in the action plan to show allocation of responsibility, resources, expected outcomes, timescales, date and process for review.
- ◇ The Governing Body will report to parents on the school's accessibility plan which will be linked to other reporting requirements on the arrangements for the admission of disabled

pupils, steps taken to prevent discrimination of disabled pupils and facilities provided to assist access to the school.

3B: Making the plan available

- ◇ Hard copies of the school's Access Plan will be available via the school office, and the Governors' Folder. An electronic copy is available via the school web-site:
www.st-michaels-oxf.oxon.sch.uk
- ◇ According to the recommendation of Disability Rights Commission font size should be no less than 14 point.

Date agreed by Disability Equality Group: 16.05.2014

Date agreed by governors: 18.06.14

Signed (Chair of Governors):

Signed (Headteacher): S A Grundy

Date for review: June 2014

St Michael's CE (Aided) Primary School Access Action Plan 2014-2017

Physical Access						
Timescale	Aim	Strategy	Led by	Success Criteria	Resources	Progress
Short 2013 / 14	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	<i>Completed</i>
	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	<i>Ongoing</i>
	Provide better access between levels e.g. hall & office area / hall & library area.	Install handrails adjacent to steps leading to library – address during remodelling summer 2014	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.	<i>Completed 2013 Revisit 2014</i>

Medium 2013 / 2015	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 installation of a ramp to the Yr 3 classroom entrance 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)	<i>Quotes have been sought but expense is in region of £10,000 Pursue suggestion to contact Doris Field Trust for support</i>
	Replace double door access into hall to provide wider door with fixed panel	Discuss at Governors' Buildings and Sites meeting. Obtain 3 quotes and appoint contractor to carry out works.	Govs / SG	Quotes received and building works carried out.		
	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?	<i>Outdoor classroom installed as quiet space. William Street side of site improved to provide additional seating areas which may be used for quiet / chill out areas. Comenius bench to be installed.</i>
Long 2014 / 17	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		

Reviewed and Updated June 2014 (SG)

Curriculum Access

Timescale	Aim	Strategy	Led by	Success Criteria	Resources	Progress
Short 2013 / 14	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’	<i>Ongoing</i>
	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.		<i>Flag-up regularly with staff</i>
	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		<i>Ongoing and being monitored by SLT</i>

	Increase equality of opportunity with regard to reading at home.	Set up pilot to provide reading ruck sacks for pupils to take home. Focus on PP children and those children who staff know would benefit from additional resources.	EB	Pilot pupils show increased interest in reading and this has impacted on progress and reading ability.		<i>Ongoing</i>
Medium 2013 / 2015	Identify possible approaches to self-monitoring and emotional health for individuals and for groups / whole classes	<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>	SG / CA School Council All staff	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.	Funding to support trialling programmes in school – PTA??	
Long 2014 / 17						

Access to Information						
Timescale	Aim	Strategy	Led by	Success Criteria	Resources	Progress
Short 2013 / 14	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	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.	

Reviewed and Updated June 2014 (SG)

		in order to pass on key information.				
	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 2013 / 15	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.		<i>September 2013?</i>
	Ensure that awards / rewards given are fair and accessibility 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		<i>Ongoing</i>
Long 2014 / 17						