



## St Michael's C of E Primary School Accessibility Plan 2019-2022

*This document will be reviewed every 3 years by the Community and Safeguarding Committee, but may be reviewed and updated more frequently if necessary. It is approved by the full governing body.*

### **Aims**

Our aim is to ensure that all children who attend St Michael's, regardless of disability, have equal access to all the opportunities that the school offers. This accessibility plan sets out how we will ensure this by:

- Increasing the extent to which disabled children can engage in the school curriculum
- Improving the physical environment of the school to increase disabled children's physical access to education and extra-curricular activities
- Improving the availability of accessible information to disabled children

### **Legislation and Guidance**

In fulfilling this aim we are guided by the following legislation and guidance: schedule 10 of the Equality Act 2010 and the Department for Education 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 and trivial'. The definition includes sensory impairments such as those affecting sight or hearing, long-term health conditions such as asthma, diabetes, epilepsy and cancer.

We will make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include for example, the provision of an auxiliary aid or adjustment to premises.



<b>Improve and maintain access to the physical environment</b>					
<b>Aim</b>	<b>Strategy</b>	<b>Led by</b>	<b>Success Criteria</b>	<b>Resources</b>	<b>Timescale</b>
Raise awareness of mobility issues in classrooms	Raise awareness of furniture positions in classrooms via discussion with staff at staff meetings Following professional advice as appropriate	RO / All staff	Class furniture layouts and equipment meet 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 in response to specific need	Explore use of ramps internally as appropriate, based on individual need	RO / Govs	Better accessibility for all users of building	Acquiring temp. ramps costing	<i>As required</i>
To ensure access needs of all users of the school (also at weekends) are known and met	Access plans and/or PEEPS are created for individuals as necessary	RO / EJB/ Govs	Users of school have no barriers to access	Time to write plans and funds to make any reasonable adjustments	<i>Ongoing</i>
To ensure that a sufficient amount of seating is provided for all events and that staff are aware of the specific needs of individuals (e.g. individuals with mobility issues)	Estimating seating needs Limiting numbers through ticketing Using benches as well as chairs Make sure correct number of seats are provided Reserving seats for individuals Making sure additional seating is available where necessary Monitoring the area and responding to individual need	All staff	All people who want a seat have it	Planning Time	<i>Ongoing</i>



All new building work and repairs to reflect the access needs of all users.	Ensure that when building work is undertaken it takes full account of accessibility for disabled users	RO/ Govs	Ease of use for all users (e.g. lever taps installed in Y3 classroom and handrails elsewhere in school	Time Funds to make any reasonable adjustments	<i>Ongoing</i>
<b>Increase access to the curriculum (including extra-curricular activities and residential trips)</b>					
<b>Aim</b>	<b>Strategy</b>	<b>Led by</b>	<b>Success Criteria</b>	<b>Resources</b>	<b>Timescale</b>
Ensure equality for all pupils through representation in the school curriculum, inclusive resources and through staff targeting	Regular review of curriculum content. Ongoing purchase and access to a range of resources representing all groups recognised by the Equality Act	SP and all staff	Resources represent all groups recognised by the Equality Act are being regularly and explicitly used by children and staff	Books across school (including library) Artefacts Teaching resources (including electronic) Collective worship resources	<i>Monitor annually (February) Plan expenditure for next year in school budget</i>
To improve the confidence and capacity of staff in providing targeted support for individual children	Build a fully inclusive culture through modelling, staff discussions and appropriate training	RO/EB	It is clear that children are making better progress as a consequence of better differentiated support	Funds for CPD (including whole school strategies and individual training) Teacher/ Support Staff meeting time Whole school INSET	<i>Monitor annually (February) Plan expenditure for next year in school budget</i>
To anticipate and remove barriers which could impede children's participation in extra-curricular activities and residential trips	Audit participation of clubs and residential trips Identify barriers Respond appropriately to remove barriers where possible (including financial)	RO/EB/SH/JD	Increased participation in clubs and residential trips	Time to design and complete audit Financial support (including charitable donations) Reasonable adjustments in order to encourage a range of children to participate	<i>Ongoing Annual audit: July</i>



				(e.g. additional staffing and ensuring all trip venues/ transport are appropriate and accessible)	
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 Provision mapping and Pupil Progress meetings	All staff	Differentiation evident in teaching and the highly differentiated curriculum enables all learners to participate and make progress across the curriculum	Planning Meeting time Book scrutinies	<i>Half-termly</i>
Increase equality of opportunity with regard to reading at home	Reinvigorate the Rucksacks for books scheme in order to ensure all disadvantaged children have access to good quality reading materials. Investigate 'talking book' resources for children with little adult reading support at home.	EB/ SP	Impact on reading, vocabulary and understanding of the wider world	New books New Rucksacks Time to flag-up with staff	<i>Easter 2019 then annual review</i>
Children learn to recognise a range of emotions in themselves and others and can respond appropriately	Explicit discussion and teaching linked to emotions (PSHE, circle times)  Monitoring and intervention led by staff  Set up relaxation, reflection areas in classrooms to support individuals, e.g. 'how do you feel today?' board	All staff	Emotionally healthy children who can largely self-regulate	Good quality teaching and monitoring of children  Specific interventions for individuals in need (Kate Chorley)	<i>Ongoing</i>

### Improving the delivery of information

Aim	Strategy	Led by	Success Criteria	Resources	Timescale
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Ensure that all pupils are able to access instructions / information on whole class teaching boards	Teachers to be aware of font size and text type being used on white board / interactive whiteboard, displays, teaching resources to ensure all are able to see/use. Effects of lighting on boards to be considered by staff Use of visual aids eg visual timetables	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. Appropriate visual aids in use	Learning walks to focus on accessibility of display, resources and teaching boards	<i>First half-term of school year</i>
Ensure that school information is readily available to parents	Use of Parent mail as principle means of communication Teachers and HT available on playground every morning Access to school website Staff available for meetings	All staff	All parents have ready access to information	Parent Mail Staff website	<i>Ongoing</i>
Ensure that all staff are aware of pupils' specific needs and signals that may be used to indicate that action is required.	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 Adapt practice to individual needs	All staff	A signalling system set up in school in order that children can indicate their medical/ other needs clearly and simply	Staff time	<i>Ongoing</i>
Ensure parents/carers have clear access to information about their child/children with specific needs	Meeting with teachers in IEP meetings 3X yearly Open access to staff in mornings SEN provision clear on website Access to SENCo Flag-up local and national support groups and information Access for parents to meeting with external professionals	RO / EJB All staff	Parents are aware of key dates linked to IEPs and are clear about their children's progress and how they are being supported and where to access support and advice	Newsletter Website Verbal communication	<i>Ongoing</i>