

St. Michael's C of E Primary School
School Accessibility Plan 2012 - 2016

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities". Key Objective To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Principles 1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;

2. The school recognises its duty under the DDA (as amended by the SENDA)

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

1. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002)

2. The school recognises and values parents knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents and child's right to confidentiality.

Policy to be reviewed September 2017

3. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum;

- setting suitable learning challenges
- responding to pupils diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of pupils

Activity

St. Michael's C of E Primary School has identified the following points for action as part of its School Development Plan, in order to achieve the key objective:

a) Physical environment: The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

b) Delivery of the curriculum: School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

c) Access to information: The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Improving the Access at St. Michael's C of E Primary School 2012 – 2016

Improving access to the physical environment

Targets	Actions	Timescale & Cost	Responsibility	Outcomes
School is aware of the access needs of disabled children.	a) Create access plans for individual disabled children through Individual Health Care Plans	By July 2015 £0	SENCO	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
School staff are better aware of access issues.	a) Provide information and training on disability equality for all staff.	By Sept 2015	Headteacher/governing body	Raised confidence of staff and governors in commitment to meet access needs.
All building work has considered Lincolnshire Accessibility Policy Unity	a) Share Lincolnshire accessibility policy unit information with relevant personnel and contractors.	From April 2015	Headteacher/governing body	On-going improvements in access to all areas when undertaking routine and maintenance works.
Redesign the library to make all shelves accessible to all children	a) Reduce height of shelves b) Alter layout to make area wheelchair accessible	By Jan 2015 By Jan 2015	Literacy Co-ordinator/ Caretaker "	All children have independent access to all books.
Access to disabled toilet in KS2.	Return KS2 disabled toilet being used as Y6 cloakroom, as disabled toilet.	By Sept 2014	Caretaker	Access for x2 chn in current Y2 to use disabled toilet when they start Y3.

Improved access to Y1/Y2 cloakroom.	Install ramp in Y1/Y2 cloakroom.	Dec 2016 £tbc	Headteacher/governing body	No steps into school, all ground floor entry.
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Improving access to the curriculum

Targets	Actions	Timescale & Cost	Responsibilities	Outcomes
Increase confidence of staff in differentiating the curriculum	a) Undertake audit of staff training needs on curriculum access. b) Assign in service day to training identified e.g. dyslexia, differentiation, alternative recording	By Sept 2015 In service in Sept and Dec 2015	SENCO "	Raised confidence of staff in strategies for differentiation and increased pupil participation.
Ensure TAs have access to specific training on disability issues	a) Use staff audit to identify TA training needs and inform Professional Development process b) TAs to access relevant CPD courses each year	By July 2015 From April 2015	SENCO "	Raised confidence of TAs as above. "
Ensure all staff are aware of disabled children's curriculum access	a) Set up system of individual access plans for disabled children. b) Set up system for information to be shared with appropriate staff	From July 2015 "	SENCO "	All staff aware of individual pupils' access needs. "

Ensure all staff are aware of, and able to use, SEN software and resources	a) Audit all SEN ICT and other resources and make list available to all staff b) Run individual training sessions on use of SEN Software e.g. predicted text, Widget	By Sept 2015 From April 2014	SENCO & ICT Co-ordinator SENCO	Wider use of SEN resources in mainstream classes. "
Ensure all school trips and residential trips are accessible to all	a) Develop guidance for staff on making trips accessible b) Investigate new residential trip location that is accessible for next year	By Jan 2014 Summer Term 2015	Headteacher Year 6 Class Teacher	All children in school able to access all school trips and take part in range of activities.
Review all curriculum areas to include disability issues	a) Include specific reference to disability equality in all curriculum reviews b) Develop PSHE and Citizenship curriculum to address disability equality issues c) Assemble resource box of disability equality for staff room (primary) d) Have section on disability equality and curriculum access planning sheets	From Sept 2014 By Sept 2015 By Jan 2015 From Sept 2015	Headteacher/Subject leaders PSHE and Citizenship Co-ordinator PSHE and Citizenship Co-ordinator Headteacher/Subject leaders	Gradual introduction of disability issues into all curriculum areas.
Ensure SEND children participate equally in after	a) Survey participation in clubs at lunch and after school by SEND children	By December 2015	SENCO "	SEND children confident and able to participate equally in out of school activities.

school and lunch time activities	b) Organise additional activities for excluded pupils	"		
Ensure all staff have undertaken disability equality training	a) Set up Inset training for all staff on disability equality, explore support from St Bernards Special School. b) Ensure new staff access similar CPD courses	December 2015	SENCO "	All staff work from a disability equality perspective.
Develop links with local special school to improve understanding of curriculum	a) Organise opportunities for staff to observe their curriculum area at St Bernards Special School b) Establish link meetings for curriculum coordinators	From Sept 2015 "	SENCO SENCO	Increased confidence of staff in developing their curriculum area accessibly.
Develop system for involving TA's in curriculum planning	a) Establish joint TA/ teacher planning opportunities b) Set up system for joint TA's/teacher evaluations	From Sept 2015	SENCO	Improved involvement of TA's in planning and evaluation of lessons.

Improving access to information

Targets	Actions	Timescale & Cost	Responsibilities	Outcomes
Review information to parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted to school b) Make it clear to parents that information can be obtained in different formats. c) Produce newsletter in alternative formats e.g. large print, Braille if required	Annually from Sept 2014 Sept 2014 From Sept 2014	Headteacher/ Office Staff " "	All parents getting information in format that they can access e.g. tape, large print, Braille, if required
Inclusive discussion of access to information in all annual reviews	a) Ask parents/carers and children about access to information and preferred formats in all reviews b) Develop strategies IEPs to meet needs	From Sept 2013 From April 2013	SENCO "	Staff more aware of pupil's preferred methods of communication.
Children become more aware of their own learning styles and access needs	a) Include access to information in Circle Time b) Encourage pupils to express their access needs and explore learning styles	From Sept 2013 From Sept 2013	All teachers "	Children able to articulate their access needs and understand their own learning styles.
Develop visual timetabling in all classes	a) Staff meeting to share good practice b) Agree whole school approach	By Jan 2012 "	SENCO Staff meeting	All children clear about timetable and secure about what is happening.

Linked Policies

This plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- SEN Policy
- Equal Opportunities policy
- Disability Equality Scheme
- Curriculum policies

This policy will be reviewed every year.