

St Michael's CE Primary School: Accessibility Plan 2016

- **The Accessibility Plan is structured to complement and support the school's Equality Objectives**
- **We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.**
- **We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.**

To increase access to the **curriculum** for pupils of all abilities, expanding the curriculum as necessary to ensure that all pupils are equally prepared for life as each other.

Targets	Strategies	Outcome(s)	Lead	Time
Ensure teachers are aware of key information about children's physical (which includes medical) and educational needs	Hard copy of medical information shared with staff at beginning of the year. Hard copy of educational information shared with staff as appropriate by inclusion manager. All information accessible to all staff via scholarpack	Teachers are fully informed about the range of needs in their class.	Admin manager and Inclusion manager	Beginning of year and on-going as appropriate
Ensure teachers are planning lessons where the work is differentiated according to needs.	Book monitoring Pupil interviews Monitoring planning Observations	Children of all abilities can access the curriculum and needs are met.	Inclusion manager	On-going

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Ensure staff are suitably trained to support children with specific needs such as dyslexia and speech, language difficulties and physical needs	Organise training in response to needs in school, e.g. supporting a child in a wheelchair and changing a hand splint.	Staff able to support the range of needs within their classes effectively.	Inclusion manager-liaising with other professionals/agencies	On-going
Extracurricular activities are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements		On-going
Classrooms are optimally organised to promote the participation and independence of all pupils.	Constantly review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables across the school.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.		On-going
Teachers to have provision plan to show interventions in place for SEN pupils which will be reviewed at pupil progress meetings	Children's needs and intervention programmes discussed and impact measured at pupil progress meetings.	Provision map is up to date and forms a key part of the planning process for all pupils.		Termly

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To improve the delivery of information to pupils, staff, parents and visitors with disabilities

Targets	Strategies	Outcome	Lead	Time
Update and maintain website to share information		Website continually reviewed to ensure relevant and current information.	HT and School Business Manager (SBM)	On-going
Ensure that parents who cannot speak English are able to access parents evening and reports	Organise translators where needed and where possible for parents evening	Translators translate meetings in order for parents to understand communication regarding their children's learning and progress	Inclusion manager	At parents meetings termly
Written communications are clear and readable by all	Use of unbleached/non-white paper to aid reading by people with dyslexia. Review font/typeface for written materials for consistency and clarity. Material proof read before issue/publication	Communications perceived to be clear and readable in results of parent surveys	School Business Manager (SBM)	As necessary

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To **improve access to the physical environment of the school, adding specialist facilities as necessary**

Targets	Strategies	Outcome	Lead	Time
To ensure that chairs and tables are the correct height for children	Programme of renewing furniture in light of latest guidance	Children are enabled to sit more comfortably and without damage to their spines	SBM	Rolling annual programme This is dependent on successful bidding
Create an entrance to the school which can be accessed by people with physical disabilities	Set as a priority in any development plans for the school. Provide portable wheelchair ramp for access to hall.	School is able to provide a warm welcome to adults with disabilities		Ramp available
Constantly reviewing accessibility depending on needs of children in school.	Set aside some governors' funds if possible in case of need	School is able to admit children with a wide range of needs		Ongoing
To ensure consistent easily recognised signage in place throughout the school	Replace appropriate signs with braille/tactile signs	Visually impaired users better able to find facilities	SBM	As necessary
Improve access to all areas of school for people with impaired mobility	Critically examine refurbishment plans and development works to widen areas of access for all persons without the need to call upon third party assistance	All persons have equal access to all areas of school site	SBM in liaison with school surveyor	Ongoing