

St. Michael's Church of England Primary School

Access Plan

At St Michael's we endeavour to promote a love for learning, a love for life, a love for childhood and a love for one another.

As a Church of England school, we affirm and value every member of our school community. We recognise each child and adult and unique and special to God and have a responsibility and commitment to provide the best possible education for all our children within a caring Christian community.

We wish to respond to the diverse range of gifts and abilities found within our community so that each individual may be helped to grow in confidence, knowledge and awareness. In this school, inclusion recognises that this is the right and entitlement of all our children. To this end we will provide a broad, balanced, relevant and challenging curriculum which is appropriate to each child's individual abilities, talents and personal qualities.

Through this Access Plan we will endeavour to:-

- Increase the extent to which pupils with disabilities can participate in the school curriculum;
- Improve the physical environment to increase the extent to which disabled pupils can access all areas of the premises and so take advantage of education and associated services; and
- Improve the delivery to pupils with disabilities of written information which is provided to pupils who are not disabled.

To this end the following checklists and action plan grids are attached:-

1. Self-evaluation checklist relating to accessibility to the curriculum
2. Curriculum access plan
3. Self-evaluation checklist relating to accessibility to buildings and equipment
4. Premises access plan
5. Self-evaluation checklist relating to accessibility to delivered information
6. Delivered information action plan

Identifying Barriers to Access: A Checklist.

Section1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	<input type="checkbox"/>	
Are your classrooms optimally organised for disabled pupils?	<input type="checkbox"/>	
Do lessons provide opportunities for all pupils to achieve?	<input type="checkbox"/>	
Are lessons responsive to pupil diversity?	<input type="checkbox"/>	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	<input type="checkbox"/>	
Are all pupils encouraged to take part in music, drama and physical activities?	<input type="checkbox"/>	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	<input type="checkbox"/>	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?	<input type="checkbox"/>	
Do you provide access to computer technology appropriate for students with disabilities?	<input type="checkbox"/>	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	<input type="checkbox"/>	
Are there high expectations of all pupils?	<input type="checkbox"/>	
Do staff seek to remove all barriers to learning and participation?	<input type="checkbox"/>	

Curriculum – Access Plan

	<u>Targets</u>	<u>Strategies</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Goals Achieved</u>
Short Term	<p>To maximize the effectiveness of the role of SENCo</p> <p>To ensure all staff have current, relevant knowledge of SEND-related issues</p> <p>To encourage staff to develop expertise in specific SEND-related areas, where appropriate</p>	<p>Increase SENCo hours in order to allow more time for her to work directly with pupils on specific interventions and personalized programmes.</p> <p>Facilitate attendance on courses; continue to seek and share good practice through networking.</p> <p>Individual staff members have specific training in communication difficulties; talking</p>	<p>Pupil progress and effectiveness of interventions closely monitored; programmes tailored to pupils' individual needs; teaching staff supported.</p> <p>All staff working with children have current, relevant knowledge and training</p> <p>Staff have understanding of particular SEND issues and can use this to support children</p>	<p>As from September 2016</p> <p>Ongoing</p> <p>Ongoing</p>	

	<p>To make effective use of outside expertise</p> <p>To ensure that classrooms are optimally organized to maximize accessibility</p> <p>To continue to track pupil progress effectively</p>	<p>and drawing therapy; autism and various screening programmes. Additional training is planned on an ongoing basis. Liaise with Specific Learning Difficulties Base at Thorley Hill and other relevant professionals</p> <p>Staff will regularly review classroom layout and organisation</p> <p>Pupil progress meetings include specific data and discussions related to SEND pupils. The SLT monitor pupil progress regularly in English and Maths (at least termly).</p>	<p>Individual pupils are supported with tailored intervention programmes</p> <p>All classroom areas are accessible to all staff and pupils</p> <p>The majority of SEND children make above expected progress by the end of the Key Stages.</p> <p>Individual work, including interventions are monitored closely, ensuring outstanding progress.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
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<p>Medium Term</p>	<p>To have funding available for proactive intervention to support pupils with SEND</p> <p>To maximize the effective use of SEND learning resources and apply for grants where possible.</p>	<p>To anticipate need for such funding when deciding the school budget.</p> <p>Continue to ensure staff are aware of resources available to help meet the needs of individuals.</p>	<p>Sufficient funds are available for support of SEND pupils across the school.</p> <p>All staff working with children make full use of available resources. Nurture Group set up to make an impact to the confidence and self-esteem of certain pupils.</p>	<p>2016-17 and onwards responding effectively to needs as they arise.</p> <p>Ongoing Nurture Group Grant 2016</p>	
<p>Long Term</p>	<p>To make use of appropriate ICT equipment and software to maximise curriculum access.</p>	<p>To investigate the value of purchasing additional handheld devices and software to support all learners to produce written/printed information.</p>	<p>Access to curriculum is maximized using appropriate ICT equipment</p>	<p>Ongoing</p>	

Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?		<input type="checkbox"/>
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		<input type="checkbox"/>
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	<input type="checkbox"/>	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		<input type="checkbox"/>
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		<input type="checkbox"/>
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	<input type="checkbox"/>	
Are areas to which pupils should have access well lit?	<input type="checkbox"/>	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room’s acoustics, noisy equipment?	<input type="checkbox"/>	
Is furniture and equipment selected, adjusted and local appropriately?	<input type="checkbox"/>	

Premises – Access Plan

	<u>Targets</u>	<u>Strategies</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Goals Achieved</u>
Short Term	<p>To improve school signage</p> <p>Make the small room by the conservatory in to a 'chill-out' space using information SENCo has following training.</p> <p>Current planned building work takes into account the needs of all pupils.</p>	<p>"Communicating in Print" programme to be used as a basis for school-wide signage</p> <p>Create a space using the existing room where pupils can 'chill-out' and be in an environment relatively free of sensory stimulus.</p> <p>Within the refurbishment of the conservatory (into a library) we will consider the needs of all pupils,</p>	<p>Pupils with a range of SEND can find way around school more easily</p> <p>Staff can respond more effectively to the individual needs of pupils.</p> <p>All pupils and adults can access the new library area effectively.</p>	<p>During academic year 2016-17</p> <p>Minimal resources needed means we will attempt to install during 16-17 and will use some of our pupil premium money, as at least one PPG child will benefit hugely from this space.</p> <p>Work to be finished by end of the autumn term 2016.</p>	

		including those with a physical disability in the purchase of furniture and the planning of space within the room.			
Medium Term	To maximise benefit of ICT equipment and software To consider sensory issues in school refurbishments	Awareness of SEND issues when selecting new ICT equipment/software Select noise-reducing etc materials where feasible	All pupils benefit from ICT upgrades Needs of pupils with sensory disturbances considered	On-going On-going	
Long Term	Make front entrance more accessible and secure To continue to improve wheelchair access to school	Install electronic front doors and lower height of office counter Investigate creative solutions to difficulties posed by school site	School main entrance is more welcoming to disabled visitors Reasonable adjustments are made wherever feasible Physically impaired pupils and visitors can access all	As budget allows As budget allows	

			classrooms		
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Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	<input type="checkbox"/>	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	<input type="checkbox"/>	
Do you have the facilities such as ICT to produce written information in different formats?	<input type="checkbox"/>	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	<input type="checkbox"/>	

Delivery of information – Access Plan

	<u>Targets</u>	<u>Strategies</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Goals Achieved</u>
Short Term	To provide information in a way accessible to those who may have difficulty with standard forms of printed information	Use of large print: coloured paper; alternative fonts/coloured text; visual timetables; raised lines; coloured rulers; magnifiers etc Information for parents/carers is adapted as appropriate (e.g. use of large print; use of translation services)	All children and parents/carers can access information	On-going	
	To ensure that information is presented in a way that is user-friendly for people with	To ensure that staff read aloud from interactive whiteboards; describe diagrams;	Pupils with SEND find information to be user-friendly and accessible	On-going	

	<p>disabilities</p> <p>To make more information available through the school website and school Learning Platform as they are developed during 2016-17</p>	<p>use a variety of fonts and colours; check visibility; use a multi-sensory approach when appropriate; use symbols etc</p> <p>To extend the content and scope of school website and ensure this is kept updated; to develop the use of the Learning Platform to disseminate information</p>	<p>Information about the school and pupils' learning is more easily accessible.</p>	<p>2016-2017 and on-going</p>	
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Medium Term	To consider investing in additional software in order to support learners with SEND issues to process and produce written information	ICT resources are regularly reviewed to ensure they meet current needs and additional resources are acquired as necessary.	Effectiveness of ICT resources is maximized	2016-2017 and on-going (budget permitting)	
Long Term	To regularly review how effectively information is delivered to parents/carers and pupils, and to have funding available for proactive implementation of change	To consider budget allocation, looking ahead to and pre-empting need wherever possible to ensure information is accessible to all.	Funds are available to implement change as necessary.	2016 onwards	

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Dated: 2016

Review date:201

Signed:

Position: