

# St. Michael's C.E. Primary School



## ACCESSIBILITY POLICY

February 2023

# Our Vision Statement

## Journeying together with Christ

“Start children off on the way they should go, and even when they are old they will not turn from it.”

Proverbs 22:6

This is lived out in practice by our four Christian Values:

**Love, Integrity, Creativity & Resilience**

### Love

**John 13:34**

**“Jesus said ‘Love one another as I have loved you’”**

We believe that we have been set the ultimate example of how to live our lives, by our God who is all loving.

### Integrity

**Hebrews 13:8**

**“Jesus is the same yesterday, today and tomorrow”**

We understand a shared truth which was set out long ago but has not altered or veered, nor will it. This we can depend on and by emulating this, we too can live with integrity.

### Creativity

**Genesis 1:1**

**“God created the Heavens and the Earth”**

Everything around us, and including us, was made by God and is therefore part of his glorious plan. From nothing, God created all we experience; therefore, we can draw hope that we too may see potential everywhere.

### Resilience

**Philippians 4:13**

**“I am able to do all things through Him who strengthens me.”**

God promises to be by our side at all times, and especially in times of need. When we face challenges, having Him to support us gives us strength.

## **Purpose of Plan**

This plan shows how St Michael's C of E Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents, carers and visitors.

## **Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

## **Areas of planning responsibilities**

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

## **Contextual Information**

St Michael's C of E Primary School has been in its current location since 1975. It was originally built as a one form entry school for approximately 210 pupils. Over the next decade it expanded to two forms entry, and now has 14 classes and capacity for 420 pupils. There have been a series of large building projects to accommodate this increase in pupils. The most recent additions to the school are the two classrooms known as the "Annex" which include a fully equipped disabled toilet and replaced the last of our demountable classrooms and the creation of a designated Medical Room within another extension. An area of the school, previously used as a smaller hall, has been redeveloped into a class base which doubles as a Nurture Provision every afternoon to meet the growing Social, Emotional, Mental and Health needs.

The main entrance to the school and the Key Stage 1 building has level access. However, much of the main building contains steps. We do have a lift for disabled users and access via a sloped path from the front of the school to the rear.

Both main buildings now have full disabled access, which includes a height adjustable bench, a ceiling-mounted hoist and accessibility bars for the toilet and sink areas.

## **Current Range of known disabilities**

The school has children with a range of disabilities to include moderate and specific learning disabilities. There are also one parent who is visually impaired and another with a physical impairment that occasionally requires a mobility scooter.

## **Increasing access for disabled pupils to the school curriculum**

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core principle of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

## **Improving access to the physical environment of the school**

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The school's Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	<p>Be aware of staff training needs on curriculum access</p> <p>Assign CPD for dyslexia, differentiation and recording methods</p>	On-going and as required	SENDCo	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues required	<p>Be aware of staff training needs</p> <p>Staff access appropriate CPD</p> <p>Online learning modules if required</p>	As required	SENDCo	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	<p>Set up a system of individual access plans for disabled pupils when required</p> <p>Information sharing with all agencies involved with child</p>	As required	SENDCo	All staff aware of individual's needs
Use software to support learning	<p>Make sure software installed or Apps available where needed</p>	As required	Computing Lead	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	<p>Develop guidance for staff on making trips accessible</p> <p>Ensure each new venue is vetted for appropriateness</p>	As required	Head teacher / Educational Visits Co-ordinator	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	<p>Gather information on accessible PE and disability sports</p> <p>Seek disabled sports people to come into school</p>	Ongoing and as required	PE Lead	All to have access to PE and be able to excel

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<p>To create access plans for disabled pupils as part of the One Plan process when required</p> <p>Be aware of access needs of staff, governors and parents, and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents/carers through newsletter</p> <p>Consider access needs during recruitment process</p>	<p>As required</p> <p>Induction and ongoing if required</p> <p>Annually</p> <p>Recruitment process</p>	<p>SENDCo</p> <p>Head teacher</p> <p>Head teacher</p> <p>Head teacher</p>	<p>One Plan in place for disabled pupils, and all staff aware of pupils' needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any re-design	As required	Head / Governors / Site manager / School surveyor	Re-designed buildings are usable by all
Ensure access to reception area for all	<p>Improve access to reception area during any re-design</p> <p>Develop system to allow entry for wheelchair users</p>	Consider in any new development	Site manager	Disabled parents / carers / visitors feel welcome
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On-going	Site manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties</p> <p>Develop a system to ensure all staff are aware of their responsibilities</p>	<p>As required</p> <p>Each September</p>	<p>SENDCo</p> <p>SENDCo</p>	All disabled pupils and staff working alongside are safe in the event of a fire

Target	Strategies	Time-scale	Responsibility	Success Criteria
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall  Liaise with visually impaired/hearing impaired on information with regard to the visually impaired and hearing impaired pupils	On-going and as required  Software may be required  As required	Computing Lead	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	LA hearing officers	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access (School House excepted)  Visual check on routes	On-going, as required and as appropriate  Weekly	LA  Site Manager	All disabled staff, pupils and visitors able to have safe, independent egress

### **Improving the delivery of written information to disabled pupils**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats, and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need, and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents / carers to ensure it is accessible	<p>Provide information and letters in clear print in "simple" English</p> <p>Support and help parents to access information and complete school forms</p> <p>Ensure website and all documents accessible via the school website can be accessed by the visually impaired</p>	<p>During induction</p> <p>On-going</p> <p>Current</p>	<p>School Office</p> <p>School Office</p> <p>School Office / website design team</p>	<p>All parents receive information in a form that they can access</p> <p>All parents understand what are the headlines of the school information</p>
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly IEP review formats	On-going	SENCO	Staff more aware of pupils' preferred method of communications
Provide information in other languages for pupils who may have difficulty with language	<p>Access to translators.</p> <p>Sign language interpreters to be considered and offered if possible</p>	As required	SENCO	Pupils and / or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents / carers who may have difficulty with standard form of printed information	<p>Ensure website is fully compliant with requirement for access by person with visual impairment</p> <p>Ensure Prospectus is available via the school website</p>	On-going	Office	All can access information about the school