



St Michael's VA Junior School - Accessibility Plan 2024-2027

Formally adopted by the Governing Body of All Angels' Primary Federation	
On:	February 2024
Chair of Governors:	Rosemary Games
Review:	February 2027

Introduction

This accessibility plan is aimed at increasing the extent to which disabled pupils can participate in the curriculum, improving the physical environment of the school to enable pupils to take better advantage of education, benefits, facilities and services provided, and improving the availability of accessible information to pupils.

This plan also considers the accessibility needs of our whole school community and the actions required to improve the environment for all.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- Special Educational Needs and Disabilities (SEND) Code of Practice 2015

The plan will be reviewed at least annually by the governing body and the headteacher, and updated as necessary to reflect any changes in the law or circumstances.

The main priorities of the Accessibility Plan are to provide:

- Increasing the extent to which all students can participate in the school's curriculum.
- Improving the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- Improving the delivery of information to disabled students, increasing the extent to which all pupils can participate in the curriculum.

The plan includes specific actions, resources, timescales and success criteria for each priority area. The plan also identifies the roles and responsibilities of staff, governors, parents and external agencies in implementing the plan.

The plan will be monitored and evaluated by the governing body, the headteacher, the SENCO and other relevant staff. The plan will also be shared with parents, pupils and other stakeholders through newsletters, website, meetings and consultations.

Definitions

Definition of Disability (Equality Act 2010): "A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day- to-day activities."

The substantial adverse effect is deemed to have lasted or be likely to last 12 months or for the rest of the person's life if less than 12 months.

The definition includes people with a hearing or visual impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as

Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included. If a person has been disabled in the past (for example, those who have recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

What has been done so far?

Physical environment

- The physical environment is fully accessible. The second floor is accessed by the lift. We have ramps to enable wheelchair access. We have an accessible toilet which is big enough to accommodate changing.
- The car park contains two accessible parking spaces, dropped kerbs for wheelchair access and a ramp to the front entrance.
- The front entrance area has been extended and this has allowed improved access to the school site for users with disabilities.
- A new block of 4 classrooms has been built. They are fully accessible with ramps and wide corridors. The block also contains the accessible toilet.

Curriculum

- As far as possible, all areas of the curriculum are available to pupils regardless of their needs. We plan staff training depending on the additional needs of our pupils, to improve access to the curriculum.
- School visits are planned with all children in mind and full risk assessments are carried out beforehand to ensure safety and participation of all pupils. Where an activity is not accessible, an alternative will be provided.
- Equipment in classrooms is available to meet pupil needs. For example, pupils have access to iPads and laptops to support writing. All classes have access to Clicker Sentences to enable easier recording of work. Other specialist equipment is available to support individual needs, such as writing slopes, wedge cushions, hearing systems, overlays etc. We use systems such as visual timetables and social stories to prepare children for the day. We also use Access Through Technology for children with additional needs.
- Outcomes for children with additional needs are monitored through the school tracking system and other specific assessment data.
- Any relevant policies and procedures take in to account the needs of pupils with accessibility needs and provision is modified where necessary.
- We draw on the advice of external experts and have invested money in a Speech and Language Therapist, Educational Psychologist and Specialist Support Teachers.
- Staff awareness of Disabilities and Equalities legislation is maintained through a programme of training, staff meetings and CPD. Where further adaptations need to be made to support specific and individual needs, relevant staff will attend training.

- Lighting and ventilation throughout the school has been improved. In light of COVID 19, all classrooms and offices now have air purifiers.

Action	Strategy/Action	Lead	Success criteria
Increase access to the curriculum by:			
Continuing development of an inclusive curriculum which is linked to our school improvement plan.	Monitoring and observations show that pupils are accessing an inclusive curriculum. Provision maps, EHCP's and other plans are created and impact positively on individual provision. Monitoring shows that children are engaged in their learning.	Senco	Assessments show that pupils with disabilities (and all other groups) make good or better progress. Pupils with disabilities are positive about the provision made for them.
Improving staff awareness of disability issues	Review staff training needs on an ongoing basis. Provide training and resources which empower teachers to deliver inclusive a fully inclusive curriculum offer. Provide training for members of the school community as appropriate.	Senco	Staff have good awareness of children in their class with a disability. Identified pupils are accessing home learning. Parents are engaging with home learning. Other agencies are supporting families where there is a need.
Increase access to the physical environment by:			
Continuing to assess what is needed within the physical environment.	Accessibility is reviewed at building inspection and discussed at Governors meeting.	Senco/Headteacher	Children with specific needs can access all areas of the school environment. Pupils talk positively about the school environment and their access to it.

	Accessibility issues are fully considered if new building works are planned.		
Increase access to written material by:			
Ensuring that all children have access to visual resources to maximise their learning, including dyslexia friendly resources.	Visual timetables to benefit individual children where needed. Pupils have access to overlays and other visual stress reducing resources. Signs around the school are visible. Children have enlarged copies of text on paper other than white where necessary. Letters and other information are written in dyslexia friendly fonts. Pupils are given access to appropriate technology where required.	Senco	Children with specific needs are supported by appropriate visual resources and are making good progress. Pupils are happy with the provision made and engage better in their learning as a result. Advice has been sought from external agencies where necessary and advice has been followed in school.
Ensuring that all parents and other members of school community can access information.	Written information will be provided in other formats as necessary e.g. large print, coloured paper. Where possible, information will also be sent out electronically so that font sizes and background colours can be adapted.	Headteacher	Families and other stakeholders can access information and feel comfortable in asking for support and further adaptations where needed.

	Where necessary, documents will be translated or will be read to parents who need support.		
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