



St. Michael's CE (Controlled) Junior School

Inspired by Him, we serve the community of St Michael's by creating an inclusive learning culture where all differences are respected, where courage is shown to face and overcome adversity, and resilience is embedded in our journey to success so we can be the very best we can be.

ACCESSIBILITY PLAN

Creation Date		
Issue Date	May 2022	
Agreed & Authorised (Name & Designation)	Mrs Jenny Jones Headteacher	Mr Ian White Chair of Governors
Signature(s)		
Next Review Date	May 2025	
Remarks	Changed to review every 3 years	

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. DfE guidance makes it clear that the Equality Act 2010 replicated the duties which existed under the Disability Discrimination Act for governing bodies to carry out accessibility planning for disabled people.

Definition of Disability

The Equality Act 2010 defines an individual as disabled 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 undertake 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, and prospective pupils, with a disability by

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils

Principles

Compliance with the Equality Act 2010 is consistent with the school’s aims and Equalities Policy, and the operation of the school’s SEND policy;

The school recognises its duty under the Equalities Act:

- 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

In performing their duties, governors and staff will have regard to the DRC (Disabilities Rights Commission) Code of Practice 2002;

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.

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 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 individuals and groups of pupils

Education & related activities

The school will continue to seek and follow the advice of Local Authority services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts etc.

Physical environment

The school will take into account the needs of pupils and visitors 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.

Provision of information

The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Current Strengths

- Ramps and level access are in place across the school with a moveable ramp being situated outside the Kitchen area to enable wheelchair access
- Disabled toilet is located on the ground floor to enable easy access for anyone with limited mobility
- Corridors are kept clear to enable easy access for all users and to prevent hazards in the event of emergency evacuation
- Handrails are fitted in the disabled toilet with an emergency cord linked to the office
- Emergency lighting is operational to ensure safety on evacuation
- Termly inspections are carried out to ensure all areas are compliant with safety policy
- Any concerns are immediately reported to the Site Manager who has a plan of action to address all concerns

Linked Policies

This plan will contribute to the review and revision of related school policies regarding

- Staff Performance Management
- Building and site development
- SEND policy
- Equalities policy
- Curriculum policy
- Medical Policy
- Supporting Pupils with Medical Conditions
- Health and Safety Policy

Monitoring and Review

It is the role of the Leadership Team and Governors Resources Committee to monitor the Accessibility plan.

This plan should be reviewed at least every 3 years.

<u>Aim</u>	<u>Ongoing practice</u>	<u>Objectives</u>	<u>Actions to be taken</u>	<u>Person (s) responsible</u>	<u>Completion Date</u>	<u>Success Criteria</u>
<u>General: All pupils to be able to choose St Michael's Junior School</u>	<p><u>School liaises with parents and professionals in advance of application to the school to ensure any adjustments needed are accounted for and planned for</u></p> <p><u>Resources are tailored to the needs of pupils who require support to access the curriculum</u></p> <p><u>Resources include examples of pupils with disabilities in order to encourage and promote positive images of disability</u></p> <p><u>Targets are set effectively and appropriately for pupils with additional needs</u></p>	<u>To welcome any pupils with disabilities who choose to come to the school</u>	<u>Expertise of Hampshire Advisory Services sought for specific disabilities, e.g. VI advisor for pupil with sight difficulties</u>	<u>Headteacher</u> <u>SENDCO</u> <u>All Staff</u>	<u>Ongoing</u>	<u>Children able to access the curriculum fully</u>

	<p><u>Curriculum is regularly reviewed to ensure it meets the needs of all pupils</u></p> <p><u>School values of Respect, Courage and Resilience are threaded through the curriculum and within the Christain Distinctiveness of the school to include everyone, regardless of sex, race, disability, religion, belief or sexual orientation</u></p>					
<p><u>Specific: Child with VI able to access curriculum fully</u></p>	<p><u>Hanpshire VI advisor engaged for specific child to offer support</u></p> <p><u>1:1 Learning Support Assistant employed to adapt all visual aids for child to enable access to curriculum (whether remote or in school) in accordance with EHCP (25 hours) –</u></p>	<p><u>To enable VI child to fully take part in the life of the school</u></p>	<p><u>Painted direction markings from Blackman Gardens to entrance to be put in place to allow independent access when arriving at school in Year 6</u></p> <p><u>Transition meetings to take place ahead of allocation of class to ensure all aspects considered for</u></p>	<p><u>SENDCO</u></p> <p><u>1: 1 LSA</u></p> <p><u>Site Manager</u></p>	<p><u>July 2022</u></p>	<p><u>Child able to access physical environment independently as well as the curriculum</u></p>

	<p><u>this includes breaktimes</u></p> <p><u>1: LSA to receive Braille training to enable clear transition when time comes for this to be preferred route for child</u></p> <p><u>Handrails on Stairs to have luminous markings to enable child to be able to independently access the lower and upper floors – to be regularly refreshed</u></p> <p><u>Steps outside school to have luminous lines painted to enable child to be able to independently access the school building</u></p> <p><u>Toilet seat in one cubicle to be coloured differently to identify cubicle for</u></p>		<p><u>promoting independence.</u></p>			
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	<p><u>child (to restrict white on white)</u></p> <p><u>Orange tape to be positioned where there are challenges to accessibility to prewarn child – eg handrails on staircases</u></p> <p><u>Laptop magnifier obtained to enable clear vision</u></p> <p><u>IT provider to mirror Whiteboard screen in class child is located in each year group</u></p> <p><u>Painted direction markings from Blackman Gardens to entrance to be put in place to allow independent access when arriving at school in Year 6</u></p>					
<u>To improve and maintain access to the physical environment</u>	<u>The environment is adapted to the needs of pupils and staff as required.</u>	<u>To ensure pathways are even and free from obstruction to school doors.</u>	<u>School to ensure all pathways are repaired and made</u>	<u>Site Manager</u>	<u>Ongoing</u>	<u>Pathways and lighting will be suitable for all users.</u>

	<p><u>School currently has:</u></p> <ul style="list-style-type: none"> • <u>Disabled parking bays</u> • <u>Moveable ramp and level access</u> • <u>Handrails</u> • <u>Disabled toilet</u> • <u>Emergency lighting</u> 	<p><u>To ensure there is adequate lighting around pathways</u></p>	<p><u>good after any works.</u></p> <p><u>Site Manager to inspect Site regularly to ensure disability access is not adversely affected</u></p>			
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