



St. Michael's VA Junior School Accessibility Plan 2021-2024



Formally adopted by the Governing Body of All Angels' Federation	
On:	May 2021
Chair of Governors:	Rosemary Games
Review:	May 2024

St Michael's VA Junior School Accessibility Plan

Introduction

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- Increasing the extent to which disabled 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 disabled pupils can participate in the curriculum.

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

It is likely that every school in Norfolk has disabled pupils, staff members and service users. Our School fully supports the vision of Norfolk Children's Services, namely:

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our school endorses the Norfolk Inclusion definition that says:

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

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 must also be long-term, i.e. 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 two disabled toilets; one is big enough to accommodate changing.
- The classroom environments have been carefully considered and adapted to reduce the probability of sensory overload for pupils with ASD, ADHD and other additional needs.

- The car park contains two disabled 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 one of our disabled toilets.

Curriculum

- As far as possible, all areas of the curriculum are available to pupils regardless of their disability. 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.
- Read Write Inc (our Literacy scheme) is endorsed by the Dyslexia Association.
- Outcomes for children with disabilities are monitored through the school tracking system and other specific assessment data.
- Any relevant policies and procedures take into account the needs of pupils with disabilities 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 the work on the development of a differentiated curriculum and behaviour for learning that is linked to our school improvement plan.	-Monitoring and observations show that pupils are accessing a differentiated curriculum. -Provision maps, EHCP's and other plans are created and impact on individual provision. -Monitoring shows that behaviour for learning is good.	KB	-Data shows that pupils with disabilities (and all other groups) make good progress. -Pupils with disabilities are positive about the provision made for them.
Ensuring our 'home learning' systems in response to COVID-19 are successful in supporting pupils with disabilities.	-Ensure disabled pupils have access to sufficient technology at home. School to make home provision where necessary. -Class teachers to ensure disabled pupils who are well but absent from school are accessing online learning through Tapestry or Class Dojo.	KB	-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

	-During times of absence, school to contact parents to ensure work is being set at the correct level and offer/signpost to support services where needed.		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 and discussed at Governors meeting. -Accessibility issues are taken into account if new building works are planned.	HMc/ KB	Children with specific needs can access the environment.
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 etc. -Signs around the school are visible. -Children have enlarged copies of text on paper other than white where necessary. -Letters and other information is written in dyslexia friendly fonts. - Pupils are given access through technology where required.	KB	-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.