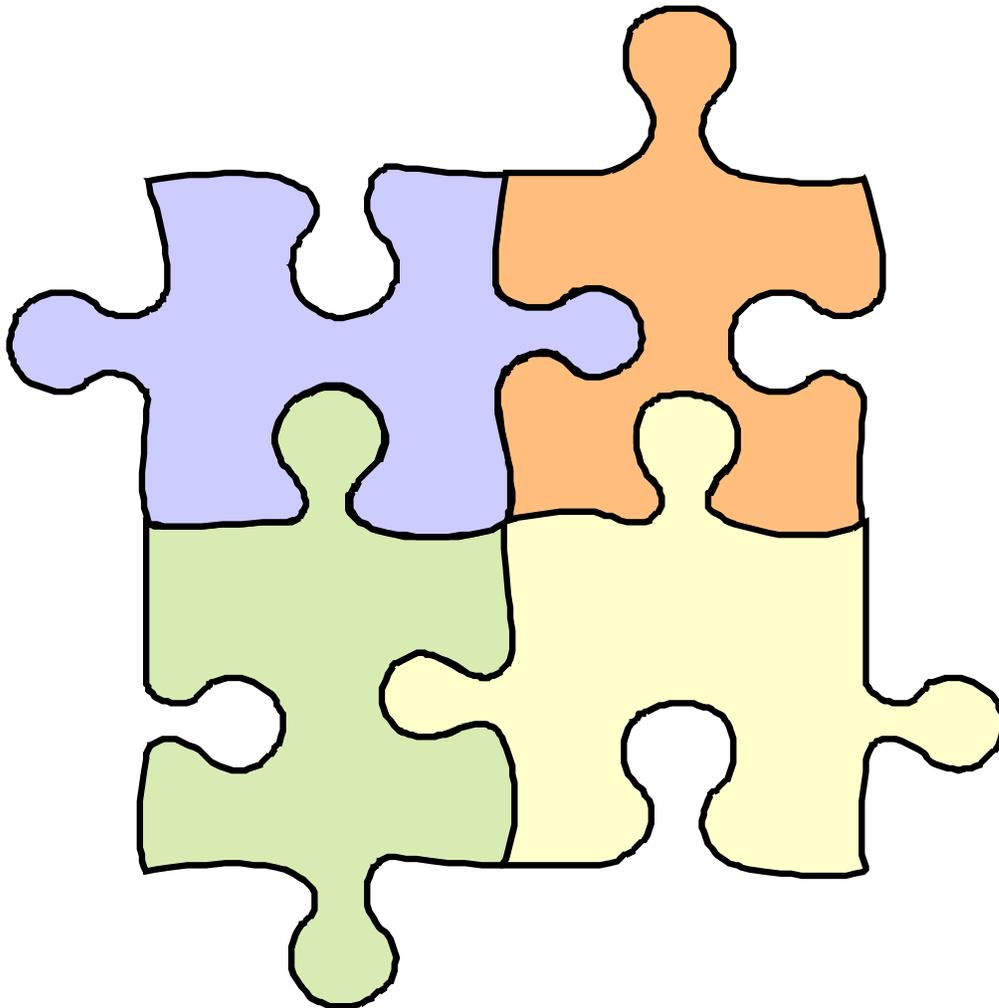


# St Michael's CE (Aided) Primary School



## Access Policy

## **Starting points**

### **1A: The Purpose and direction of the school's plan: Vision and values**

St Michael's CE (Aided) Primary School has high expectations for disabled pupils and a commitment to pupils' full participation in school activities and community. Our policy is driven by the principles of equal opportunities as outlined in the National Curriculum Inclusion statement. In planning and teaching the Foundation Stage Curriculum and the National Curriculum, teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

### **1B: Information from pupil data and school audit**

- ◇ The school currently has an average of 11% of pupils on the SEN register with varied needs. The Special Educational Needs of the pupils include a range of language difficulties including Speech, Language and Communication difficulties and dyslexia, dyspraxia, emotional and behavioural difficulties, medical needs such as severe allergies and specific medical needs e.g kidney disease and diabetes.
- ◇ The school has physical access to the main entrance by ramp and there are disabled toilet facilities available and accessible. The interior of the building is not fully accessible due to 2 steps between the entrance corridor and the hall and a further 2 steps from the hall level to the year 5 and 6 classrooms and the library. However, this has been overcome through the provision of level access from

the exterior of the building at other entrance points. Further work to provide level access to the current Year 3 classroom is included in the Access Action Plan

- ◇ Pathways of travel around the school site and parking arrangements are safe. Parking on site is limited to 5 designated spaces. School gates are closed during the school day to prevent vehicles entering the site. All play areas are fenced off from the car park by a locked gate and are sited to the side and rear of the building away from the car park.
- ◇ Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the playground. We will review the provision of a visual alarm should the need arise.
- ◇ Space for quiet work and small group work has improved in recent years with the addition of a small group room. A 1:1 SEN room is available and the library and staff room are also available at times throughout the day.
- ◇ Furniture and equipment are selected as standard, age related as appropriate.
- ◇ All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in drama productions, music, PE and class sharing assemblies.
- ◇ School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.

- ◇ Teachers and teaching assistants attend SEN courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' IEP targets and liaise with specialist and support services.
- ◇ Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.
- ◇ Access to information within the classroom is enabled through the use of visual timetables and visual labeling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given printed copies of texts, or information is written down for them.
- ◇ We work in close consultation with our EAL teacher in order to ensure that children with English as an additional language are provided with individual / small group teaching to develop their language skills and increase access to the curriculum.
- ◇ We have a clear policy on the administration of medicines, with staff trained to administer epi-pens and medicines linked to diabetes. There is a register of children with medical needs.
- ◇ Photographs of children with specific medical needs or allergies are displayed in the staff room and medical room. Information relating to these children is also passed on to lunch-time supervisors and included in registers in order to inform visiting teachers.

- ◇ Epi-pens and inhalers are always taken on visits / trips out of school. Staff trained in first aid and the use of epi-pens always accompany trips.

### **1C: Views of those consulted during the development of the plan**

- ◇ Parents, pupils, school staff and governors have been consulted in order to write this plan. Comments and recommendations have been taken into account wherever possible and included in our action plan. Through feedback received at parent consultations and IEP reviews we are confident that the school adopts a curriculum to meet the needs of disabled pupils. Ongoing monitoring enables us to identify where changes might be needed and adapt accordingly. The review process takes account of the view of the child when planning for their support.

## **2. The main priorities in the school's plan**

### **2A: Increasing the extent to which disabled pupils can participate in the school curriculum**

- ◇ Audit the representation of disabled people in books and teaching materials and increase if necessary - with a particular focus on books in the school library.
- ◇ Ensure all pupils are aware of 'Pit Stops' and Buddies System to help relationships in school and on the playground.

- ◇ Ensure that all pupils are able to access instructions / information on whole class teaching boards.
- ◇ Ensure that curriculum planning meets the needs of all groups of pupils in school in order to improve disabled pupils' access to the curriculum, including strategies that are sensitive and responsive to pupil diversity.
- ◇ Identify possible approaches to self-monitoring and emotional health for individuals and for groups / whole classes
- ◇ Ensure appropriate professional development for staff on inclusive classroom practice and on specific disability issues.
- ◇ Provide for the social inclusion of all pupils through the setting up of a Playground Activities/Nurture Group focusing on the needs of vulnerable children.

**2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

- ◇ Raise awareness of mobility issues in classrooms, e.g. position of furniture and free flow around spaces.
- ◇ Provide better access between levels e.g. hall & office area / hall & library area, e.g. installation of handrails for support.
- ◇ Increase the amount of seating provided for outdoor

events, e.g Sports Day.

- ◇ Increase awareness among all members of the school community about the dangers of cycling scooting on the school premises.
- ◇ Increase awareness of a range of disabilities and needs with specific focus on blind / partially sighted
- ◇ Investigate the possibilities of installing a ramp to the entrance to the Year 3 classroom in order to provide disabled access between indoor and outdoor areas.
- ◇ Upgrade provision of on-site parking for disabled drivers / users.
- ◇ Review standard and effectiveness of blinds as screens to reduce direct sunlight and to provide shade in the classroom and thereby reduce heat gain.
- ◇ Improve 'chill out' / areas for reflection in the outdoor areas.
- ◇ All new building work to include installation of lever taps in cloakrooms and classrooms.

**2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled**

- ◇ Ensure that spare copies of all school communications, e.g. the school Newsletters are readily available for parents via Class Letters pockets in each classroom.

- ◇ Increase pupil awareness of where to access information about events in school and the local community.
- ◇ Ensure that all staff are aware of pupils' specific needs and signals that may be used to indicate that action is required, e.g. diabetes, use of toilet facilities.
- ◇ Improve transition arrangements for pupils with specific needs, especially those pupils with disabilities that do not have an IEP.
- ◇ To raise the profile of strategies used to communicate information about pupils with specific needs.
- ◇ To share a range of strategies and resources to support parents with children with a disability - with the ultimate goal of producing an information booklet for parents of pupils with disabilities.
- ◇ Ensure that awards / rewards given are fair and accessibility to as many pupils as possible.

### **3. Making it happen**

#### **3A: Management, coordination and implementation**

- ◇ School staff to be aware of the Disability Equality Scheme and the role of the Disability Equality Group (DEG) and how the disability duties apply to schools through staff meetings and identification of staff training needs.

- ◇ The Governing Body in collaboration with the DEG will have overall responsibility for the plan and will set priorities related to their responsibilities for the plan, including direction, vision, monitoring, review and annual evaluation.
- ◇ The Access Plan, whilst remaining a separate plan, will be embedded within the School Development Plan.
- ◇ The Access plan will be coordinated with the school's responsibilities towards disabled staff under Part 2 of the DDA and towards the general public under Part 3 of the DDA and our duties under Health and Safety, race and Human Rights legislation.
- ◇ Implementation is set out in the action plan to show allocation of responsibility, resources, expected outcomes, timescales, date and process for review.
- ◇ The Governing Body will report to parents on the school's accessibility plan which will be linked to other reporting requirements on the arrangements for the admission of disabled pupils, steps taken to prevent discrimination of disabled pupils and facilities provided to assist access to the school.

### **3B: Making the plan available**

- ◇ Hard copies of the school's Access Plan will be available via the school office, and the Governors' Folder. An electronic copy is available via the school web-site:  
[www.st-michaels-oxf.oxon.sch.uk](http://www.st-michaels-oxf.oxon.sch.uk)

- ◇ According to the recommendation of Disability Rights Commission font size should be no less than 14 point.

Date agreed by Disability Equality Group: 23.11.11

Date agreed by governors: FGB - Jan 2012.

Signed (Chair of Governors): .....

Signed (Headteacher): .....

Date for review: February 2013