

**Access Plan for St. Michael's C.E. Primary School
Steventon**

2021 - 2025

The following groups were consulted in the process of drawing up the Access Plan:

- Governors
- Pupils (e.g. school council)
- Staff
- Others (e.g. LA)
- Parents / Community Groups

It was approved by the Governors on: _____

Signed:

Kevin Moyes

Chair of Governors

Grant Mottram

Co-Headteacher

Date of Access Plan: ___ October 2021 _____

Date of Review: ___ October 2022 _____

Senior Member of Staff Responsible: ___ SENCO _____

Linked policy documents and information sections in school prospectus and staff handbook:

- Curriculum/Teaching and Learning
- Assessment
- Admissions
- Equality
- Behaviour
- SEN
- PSHCE
- Health and Safety (including Risk Assessment)

Physical Access

| Timescale | Target | Strategy | Outcome |
|-------------------------------|--|--|--|
| Short 2021-2022 | <i>To continue to ensure school and LA are aware of all areas of the school premises where there are potential barriers to physical access. This will include indoor and outdoor facilities.</i> | <i>Use Appendix A to re-assess accessibility annually.</i> <i>To conduct the annual Health and Safety audit.</i> <i>To use the above information to feed into the action plan.</i> | <i>Feedback to be received annually from the Governor's premises committee.</i> <i>If adaptations are required (based on the school's use of Appendix A) a costed and detailed plan of action over three years shows improvements to the physical environment.</i> |

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| <p>Medium</p> <p>2021-2023</p> | <p><i>To continue implementing phased Plan for Physical Access to the curriculum.</i></p> | <p><i>Make staff aware of LA support services available to advise on adaptation work.</i></p> <p><i>Ensure any building work being undertaken by the school is accessible and continues to improve the accessibility of the school as a whole.</i></p> <p><i>Continuously review school plans for improving accessibility in line with the LA Schools Accessibility Strategy, discuss with LA where appropriate, and initiate any works which it is the responsibility of the school to complete.</i></p> <p><i>Regular (twice yearly) meetings of the Disability Equality Scheme group.</i></p> <p><i>Continue to incorporate access plan into SDP.</i></p> | <p><i>Phased programme of adaptations to buildings is continued as appropriate.</i></p> <p><i>All children with physical needs have access to appropriate facilities.</i></p> |
| <p>Long</p> <p>2021 - 2025</p> | <p><i>To continue review regularly, and at least annually as part of the review of SDP, all areas of the school, in order to ensure that there are no physical barriers to access for pupils with a range of disabilities.</i></p> <p><i>(Re-assess premises' accessibility based on potential pupil intake/transition between year groups.)</i></p> | <p><i>Work with outside agencies planning ahead for transition of pupils with specific needs between year groups (and therefore classrooms).</i></p> | <p><i>Full physical access to the curriculum.</i></p> <p><i>Regular review of premises.</i></p> <p><i>Accessibility Plan progress included when reviewing the SDP.</i></p> |

Curriculum Access

| Timescale | Target | Strategy | Outcome |
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| <p>Short</p> <p>2021 - 2022</p> | <p><i>To embed differentiation in core planning documents.</i></p> <p><i>To ensure full curriculum access to pupils with a range of disabilities. (Strategies to enable this identified in medium term subject plans.)</i></p> <p><i>To ensure all staff remain aware of the Equality Act 2010 and the range of identified disabilities.</i></p> <p><i>To identify INSET needs</i></p> <p><i>To ensure all staff are aware of specialist support that is available.</i></p> <p><i>To ensure disabled pupils can participate in the 'wider curriculum' e.g. clubs, school visits etc.</i></p> | <p><i>SENCO, Literacy and Maths co-ordinators to monitor differentiation in core planning documents.</i></p> <p><i>SENCO to monitor inclusion of all children in lessons.</i></p> <p><i>Staff meeting / Training as required when new staff members join the school.</i></p> <p><i>Develop plan of INSET required by staff to address the needs of disabled pupils.</i></p> <p><i>SENCO to support staff by advising on specialist support. School staff to be made aware of available support services.</i></p> <p><i>Carry out a school audit of the 'wider curriculum'.</i></p> <p><u>Use Appendix B</u></p> | <p><i>The quality of planning and teaching in lessons meets the needs of pupils with SEN.</i></p> <p><i>Pupils with a range of disabilities are able to access the curriculum fully.</i></p> <p><i>Necessary training planned and being delivered.</i></p> <p><i>SENCO is able to provide up-to-date advice on the specialist support that is available.</i></p> <p><i>Disabled pupils participate in all areas of school life.</i></p> |

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| <p>Medium</p> <p>2021 - 2023</p> | <p><i>To establish the range of interventions offered and to identify gaps in provision.</i></p> <p><i>To ensure that appropriate resources are available to make curriculum accessible for all learners.</i></p> <p><i>To look at potential pupil intake for following term/year to identify training needs.</i></p> <p><i>To consider the range of SEN provision and establish whether pupils with disabilities are making good progress.</i></p> | <p><i>Use Provision Mapping to audit interventions and identify gaps.</i></p> <p><i>Audit our resources to ensure all children can access learning and allocate funds to address identified needs. (Invest in new teaching materials and methods alongside associated training.)</i></p> <p><i>SENCO to deliver training relevant to whole school and individual pupil needs and advise on specialist support available to staff working with specific children.</i></p> <p><i>Analysis of assessment data relating to progress of pupils with disabilities.</i></p> | <p><i>Gaps in provision are identified and plugged with appropriate interventions.</i></p> <p><i>School is ready to teach children with a range of disabilities.</i></p> <p><i>Resources and staff expertise available in the event of the admission of a disabled pupil.</i></p> <p><i>Data shows pupils with disabilities are making good progress.</i></p> |
| <p>Long</p> <p>2021 - 2025</p> | <p><i>To develop staff expertise in a range of adjustments and specialist support services for a range of disabilities.</i></p> | <p><i>Audit training needs and plan training as required.</i></p> | <p><i>School to have a wide range of teaching styles and resources available for all areas of the curriculum.</i></p> <p><i>Progress reported in Governors' report.</i></p> |

Access to Information

| Timescale | Target | Strategy | Outcome |
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| Short 2021 - 2022 | <i>To audit current client groups of parents and pupils in partnership with LA support services.</i> | <i>Create alternative means of communication as needs are identified e.g. strategies for parents' meetings.</i> <u>Use Appendix C</u> | <i>External support services are used to provide advice with regard to use of ICT (including laptops and communication devices) to support children's needs.</i> <i>School will be able to develop specific support programmes as required by current pupil/parent population.</i> |
| Medium 2021 - 2023 | <i>The school has access to all specialist support services and resources available to children, families and staff.</i> <i>To ensure that all information is presented in a user friendly way for people of all abilities/disabilities.</i> | <i>Ensure that the list of SEN contact details is up to date and readily available.</i> <i>Use a range of strategies when communicating including the use of ICT.</i> | <i>School can provide for parents and carers who need additional support.</i> <i>Governors and parents are aware of accessibility planning in the school.</i> <i>Progress reported through Governors' annual report in SDP.</i> |
| Long 2021 - 2025 | <i>To maintain above practice and review on an annual basis.</i> | <i>Regular review of need and delivery of alternative formats as needed.</i> | <i>Information available for parents and pupils in a variety of formats as required.</i> |

PHYSICAL ACCESS

APPENDIX A

Schools may find it helpful to check all aspects of the statements below

| Statement | Evidence | Action needed |
|--|---|--|
| <p>The size and layout of areas allows access for all pupils including</p> <p>Academic areas e.g. classrooms, assembly hall, library</p> <p>Sporting areas e.g. gymnasium, outdoor sporting facilities</p> <p>Social facilities e.g. canteen, common rooms</p> <p>Play areas Playgrounds</p> | <p>Area at present accessible. However, the classroom areas and the library will need to be assessed individually should the situation arise.</p> <p>Accessible</p> <p>Accessible</p> <p>Accessible but suitability would need to be assessed individually based on needs of specific potential pupils.</p> | <p>None</p> <p>None</p> <p>None</p> <p>The surface in front of the school is uneven due to tree roots pushing up through the tarmac – the area would need to be re-surfaced should pupils or parents/carers with mobility issues join the school.</p> <p>This area has been assessed as safe by ROSPA but is due to be re-surfaced as part of planned building work in due course. However the trees are subject to protection orders and the issue will re-occur in the future.</p> |
| <p>Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs. Toilet facilities</p> | <p>Wheelchairs can move around school freely.</p> <p>Should we need to accommodate a child or adult in a classroom or the library, an individual assessment would need</p> | <p>If regular access by wheelchair users is required a duplicate lower front door bell could be provided in order that they could summon attention.</p> |

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| <p>have adequate room to accommodate a hoist and changing beds if needed. Showers are available and accessible.</p> | <p>to take place.</p> <p>There is room for a portable hoist in the disabled toilet if it should be required.</p> <p>Portable step and rail available for use in the children's toilet area as required.</p> <p>No showers at premises.</p> | |
| <p>Pathways of travel around the school site and parking arrangements are safe logical and well signed.</p> | <p>School site is safe and parking outside the front of the school is suitable, but not side car park which has an uneven surface. There are no specific disabled parking spaces at present.</p> | <p>The surface in front of the school is uneven due to tree roots pushing up through the tarmac – area would need to be re-surfaced should pupils with mobility issues join the school (see above).</p> <p>Review annually with each new intake.</p> |

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| <p>Emergency and evacuation systems inform and include all pupils and are accessible to ALL pupils, including pupils with SEN and disability. Risk assessments have been carried out. All pupils have been informed of alert systems. Alarms have visual and auditory components. Refuge areas are provided where needed.</p> | <p>Individual risk assessments carried out for pupils with additional needs when required.</p> <p>Provision for a buddy system or delegated adult.</p> <p>Not required at present.</p> | <p>PEEP (Personal Emergency Evacuation Plans) to be done for specific named pupils.</p> <p>None</p> |
| <p>Non-visual guides are used to assist disabled people when using buildings. e.g. signs with tactile buttons.</p> | <p>Would consult with VI support as situations arise and make any adaptations as required.</p> | <p>None</p> |
| <p>Décor and signage are not confusing or disorientating for pupils</p> | <p>Décor was changed as suggested by VI support service in 2010.</p> | <p>None</p> |

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| with visual impairment, autism or epilepsy. | Adaptations to be made as required. | |
| All areas to which pupils have access are well lit. | Adaptations to be made as required. | None |
| Steps are taken to reduce background noise for hearing impaired pupils e.g. consideration given to a room's acoustics, noisy equipment, provision of a sound field system, timetabling to provide reasonable adjustments to room provision. | Not required at present. However, an individual assessment, in conjunction with the Hearing Impairment Service, would be carried out if the situation arose. | None |
| Furniture and equipment are selected, adjusted and located appropriately: e.g. height adjustable tables available, low level sinks. | Sinks etc are at a suitable level. Desks and other furniture are assessed in conjunction with the O.T. when the need arises. Adjustable height footstool and desk slope available if required. | Review all above aspects regularly with regard to transition through the school and each new intake. |

CURRICULUM ACCESS

APPENDIX B

These statements have been adapted from [Accessible School DFES June 2002](#). They are not intended to be an exhaustive list but have been designed to encourage a flexible approach to enable further questioning of accessibility issues within schools.

| Statement | Evidence | Action needed |
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| All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities. | All staff very well trained and regular briefing ensures knowledge of needs of individual pupils is shared. | On going. INSET assessed regularly. |
| Classrooms are optimally organised for disabled pupils. | To be assessed as individual need arises. | Continue to work closely with outside agencies with regard to transition. |
| Lessons provide opportunities for all pupils to achieve. | Yes | Continuous monitoring |
| Lessons are responsive to pupil diversity. | Yes | Continuous monitoring |
| Lessons involve work done by individuals, pairs, groups and the whole class. | Yes | Continuous monitoring |
| All pupils are encouraged to take part in music, drama and physical activities. | Yes | Continuous monitoring Pupils with additional needs given adult support to enable participation in physical activities. |
| All staff recognise, and allow for, the mental effort expended by some disabled pupils e.g. lip reading by hearing impaired pupils, slow writing speed for dyslexic pupils. | Yes Would need to assess this in relation to hearing impairment if the situation if arose. | Continuous monitoring |
| All staff recognise, and allow for, the additional time required by some disabled pupils to use equipment in practical work situations. | Yes | Continuous monitoring |

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| <p>Disabled pupils who cannot engage in some particular activities are given alternative experiences. e.g. pupils who cannot participate in all forms of physical education.</p> <p>Teachers provide a variety of opportunities for pupils with additional needs to provide outcomes in formats that are not always written.</p> | <p>All, not only disabled children's needs are taken into consideration.</p> <p>Would be assessed for individual child if situation arose.</p> | <p>Continuous monitoring</p> |
| <p>Access to computer technology is appropriate for students with disabilities.</p> | <p>Yes</p> | |
| <p>School visits, including visits abroad, are made accessible to all pupils irrespective of attainment or impairment. Guidance is available in 'Out and About in Oxfordshire' and on the Intranet.</p> | <p>Yes for present children</p> <p>Would need to access situation for individual child if the situation arose.</p> | <p>Ensure school visits are assessed at planning stage for accessibility for pupils with additional needs.</p> |
| <p>All staff have high expectations of all pupils.</p> | <p>Yes</p> | <p>Continuous monitoring</p> |
| <p>All staff seek to remove all barriers to Learning and participation.</p> | <p>Yes</p> | <p>Continuous monitoring</p> |
| <p>Examination concessions such as the provision of extra time, rest time, or support from a communication support worker is recognised and in preparation for public examinations e.g. in mock examinations.</p> | <p>Where appropriate all assistance "legally" possible is provided.</p> | <p>Continuous monitoring</p> |

ACCESS TO INFORMATION

APPENDIX C

This has been adapted from:

[Accessible Schools: Summary Guidance. DFES. June 2002.](#)

Schools may find it useful to check their progress in meeting the statements below:

| Statement | Evidence | Action needed. |
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| The school liaises with LA support services to provide information in simple language, symbols, large print, on audiotape or in Braille and MOON for pupils and prospective pupils who may have difficulty with standard forms of printed information. | Would consult with VI support for individual child if situation arose. Makation Signing materials sourced for pupil with additional needs Jan 2012. | Where necessary |
| The school liaises with LA support services to: <ul style="list-style-type: none">• present information in an accessible format e.g. use of OHP, power point projection and photocopied resources;• provide written reinforcement of the spoken word, a synopsis / subtitles when video material is used;• modify language where appropriate. | | Where necessary depending on current parents/carers. Provide a larger print version of any letters sent home if required. |

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| <p>The school ensures that both in lessons and at meetings for parents, information can be presented in a 'user friendly' way for people with disabilities e.g. by reading aloud overhead projections and describing diagrams, making use of lip speakers / interpreters / note-takers, use of soundfield system / induction loop when available.</p> | <p>Yes</p> <p>Not at present – would use if necessary.</p> | |
| <p>The school has, and uses, facilities such as ICT to produce written formats. If this is not the case the school knows where to access this facility e.g. the Visual Impairment Support Service for Assistance with Braille.</p> | <p>Would be assessed for individual child if situation arose.</p> | <p>Assessment of the needs of current pupils and provision where necessary.</p> |
| <p>Staff are familiar with technology and practices developed to assist people with disabilities.</p> | <p>Some – assistance relating to particular needs would be obtained if the need arose.</p> <p>Two members of staff trained in the use of the Braille and other specialist computer software(Sept 10).</p> | |

SPECIALIST SUPPORT

APPENDIX D

Specialist support is for pupils with a variety of disabilities is available and schools should always consult the appropriate service for detailed outreach support.

Details as well as contact names and addresses are available at:

schools.oxfordshire.gov.uk/cms/

Click on 's'

Click on 'SEN'

Headteachers of Special Schools also provide support and advice concerning the education and management of pupils with a range of disabilities.

