

St Mary and St Michael School – Accessibility Plan - 2020 – 2023

Accessibility Plan: 1. Access to physical environment

Target	Strategies	Timescale	Who?	Success Criteria
1. The school is aware of the access needs of disabled children, staff, governors and parents and carers.	<ul style="list-style-type: none"> • Planning for children with disabilities as part of EHCP process. • Through discussions to find out the access needs of staff, parents, carers and governors. • Consultation with whole school community when building and renovation plans are being formulated. 	<p>Ongoing-termly</p> <p>Ongoing-Sept and as required</p> <p>As appropriate</p>	<p>Senco, class teacher, TA, parents.</p> <p>Senco, Headteacher.</p> <p>Governors</p> <p>Headteacher, Finance & Site Committee</p>	<p>EHCPs in place and all staff aware of pupil's needs.</p> <p>All staff, governors, parents and carers feel they have their needs met.</p> <p>Visitors have full access to all school activities</p>
2. Ensure all children are kept safe on the premises	<ul style="list-style-type: none"> • Change access door on kitchen • Replace access control on Nursery playground gate to car park entrance • Regular check of access controls • Renew screen on playground fence 	<p>Completed</p> <p>Completed</p> <p>On going April 2020</p>	<p>Headteacher, Premises manager(PM)</p>	<p>All children are safe in school, risk of child allowing themselves out of building is minimal.</p>

Target	Strategies	Timescale	Who?	Success Criteria
3.Ensure all pupils with disability can be safely evacuated	<ul style="list-style-type: none"> • Ensure that all teachers formulate a plan for the evacuation of any child with a disability naming a responsible person, normally a TA. • Exit routes have a visual check daily 	Each September and termly updates.	Headteacher, Senco, PM, class teachers All staff Premises Gov/resources Committee	All pupils with a disability and staff working along side them and all adults with a disability are safe in the event of a fire.
4. All children with disability have access to both floors	<ul style="list-style-type: none"> • Ensure lifts are regularly checked and maintained so all staff and adults can access all areas of the school • maintaining facing on stairs for VI 		Headteacher, Senco, PM, Premises Gov	Lifts in working order
5. Continue to improve the physical environment of the school.	<ul style="list-style-type: none"> • Upkeep and maintain sensory room • Move Place2Be counselling room upstairs • Develop ELSA room in old Place2Be room 	on going completed completed	Headteacher Place2Be Manager SENCo ELSA TAs PM	Rooms for pupils with additional needs are well maintained and an inviting and welcoming space to work in.

Target	Strategies	Timescale	Who?	Success Criteria
7. To ensure that the views and aspirations of disabled pupils, their families, other taken into account during consultation on any major building works.	<ul style="list-style-type: none"> • Consultation process: plans to be available and comments to be invited specifically from children and adults with disabilities. Also VI team, CD team, EP, OT and Physio. Consult via website, newsletter, display in school foyer, SEND coffee mornings 	As required	HT and Senco will ensure involvement whole school community	Whole school community know about any major project and have had opportunity to input their ideas into decisions relating to access and enjoyment.
Accessibility Plan: 2. Access to the curriculum				
1. To increase the confidence of the staff in differentiating the curriculum.	<ul style="list-style-type: none"> • Lesson observations and discussion with SLT, SENCo and peers. • Planning support from phase leaders • LA training for teachers and TAs of children with more complex needs at Stephen Hawking School • LA training for teachers and TAs of children with ASD at Phoenix School. • Advice for staff from Phoenix Outreach, VI team, Mark Longman. • Advice for staff from Cherry Trees for children with SEMH 	<p>Ongoing</p> <p>At start of each year and as required.</p> <p>Termly visits.</p>	<p>SLT</p> <p>SENCO</p> <p>Phase leader</p>	<p>Raised staff confidence in strategies for differentiation, Quality First Teaching and increased pupil participation, motivation, enjoyment and progress.</p>

Target	Strategies	Timescale	Who?	Success Criteria
2. Ensure TAs have training in working with children with a wide range of abilities	<ul style="list-style-type: none"> • In school training in: Supporting learning in reading and phonics, supporting learning in Maths. • Two TAs trained in ELSA and attend regular supervisions. 	Ongoing	SENCo SLT HT	Improved Questioning skills Improved skills in supporting learning in Maths and Reading
3.To ensure suitable specialist equipment increases access of pupils with a disability to the curriculum	<ul style="list-style-type: none"> • Children with VI has access to large print materials and IT software • Writing slopes, sloped seat cushion, ear defenders, pencil grips. • Review of provision of touchscreen /laptop/tablet/voice recorders etc. and IT software. 	Ongoing	Senco Class teachers SLT IT technician Visiting teachers	The children's learning is supported by specialist equipment and appropriate IT
4. Review PE curriculum to ensure PE is accessible to all	<ul style="list-style-type: none"> • Policy to include specific reference to disability equality. • Seek disabled sports people to come into school. • Continue to support Tower Hamlets Paralympic games by hosting as well as participating. 	April 2020 Ongoing	PE Leader SLT SENCo	All children to have access to PE and be able to enjoy and achieve.

Target	Strategies	Timescale	Who?	Success Criteria
<p>5 Review curriculum areas to include disability issues. Ensure that planning takes account of children with disabilities.</p>	<ul style="list-style-type: none"> • Include specific reference to disability equality in all curriculum reviews. Establish good planning to include support staff where required 	<p>Annually June 2020</p>	<p>Headteacher Subject leaders SLT SENCo</p>	<p>Gradual introduction of disability issues into all areas of curriculum</p>
<p>6 Ensure disabled children participate equally in after school and lunchtime activities</p>	<ul style="list-style-type: none"> • Survey participation in clubs by children with disability 	<p>April 2020</p>	<p>Headteacher Business Manager Sports and Music Lead Office admin SENCo</p>	<p>Children with disabilities feel confident and able to participate equally in out of school activities</p>
<p>7. Gender</p>	<p>The school is aware of its obligations to anyone undergoing gender reassignment and will follow the letter of the law as stated in the Gender Recognition Act 2004 and the Equality Act 2010.</p>	<p>In policy updates</p>	<p>HT Senco</p>	<p>Any member of staff or pupil undergoing gender reassignment is a protected characteristic and will be treated in a fair and equitable manner.</p>

Accessibility Plan: 3. Access to information

Target	Strategies	Timescale	Who?	Success Criteria
1. Review how we send information to parents/carers to ensure it is accessible	<ul style="list-style-type: none"> • Ask parents/carers about access needs to ensure information is accessible. via telephone, texts, email, website, newsletter, parent groups, twitter. • The school will be able to identify means of communication with parents with a disability if there is an identified need. • At curriculum meetings with parents we are aware of the needs of parent's with disabilities and the needs of parents of children with disabilities 	Ongoing	SLT Class teachers, School office SENCo Subject Leaders	All parents receive information in a format they can access
2. Inclusive discussion of access to information in all Annual Reviews	<ul style="list-style-type: none"> • Ask parents/carers and pupils about access to information about preferred formats in all reviews. • Continue to use Child Centred Annual Reviews 	Ongoing	SENCo HT Office	Parents/carers are able to participate fully in discussions regarding their child's education

<p>3. Inclusive access to parent consultations</p>	<ul style="list-style-type: none"> • At parent meetings teachers will explain about targets and how parents can support their children's learning. • Offer alternative meetings to parents who do not attend parent's evening. 		<p>HT Deputy head Class teachers</p> <p>Class teachers</p>	<p>Parents/carers know how to encourage and support their children in their learning</p>
<p>4. To ensure that children with disabilities</p>	<ul style="list-style-type: none"> • Access to Writing with Symbols software for PECs, Clicker, Communication Apps, • Communicate in print. • Access to appropriate font size and page layout • Audit of school library and class book corners for large font and easy read texts and dyslexia friendly books. • Reduced stimulation environment for children then appropriate • Visual timetables to be used as the normal format as appropriate • Sign Along training for TA's and teachers as appropriate. 		<p>SLT Senco Class teachers</p>	<p>Children with disabilities enjoy and achieve in reading and writing and all areas of the curriculum.</p>