



Excited to Learn with Confidence Together in God's Hands

St Michael's CE Primary School, Lichfield

Accessibility Plan 2021/22-2023/24					
Success Criteria					
<ol style="list-style-type: none"> <p>A)Improved access to the external physical environment of the St Michael's Primary School, adding specialist facilities as necessary.</p> <p>B) Improvements to the internal physical environment of the St Michael's Primary School and use of physical aids to access education.</p> Increased access to the curriculum for students with special educational needs or a disability (SEND), tailoring the curriculum as necessary via quality first teaching, to ensure that all students with additional needs are as equally prepared for life as able-bodied students. This covers teaching and learning and access to and inclusion within the wider curriculum of the St Michael's Primary School such as participation in after-school clubs, leisure and cultural activities or St Michael's Primary School visits. It also covers the provision of specialist aids and equipment, which may assist these students with access. Improved delivery of written information to students, staff, parents and visitors. For example, use of visuals, dual language, simplified handouts, adapted timetables, textbooks and information about the school/academy. St Michael's Primary School meets the needs of staff and students who have special educational needs, or who are disabled (Equality Act 2010). 					
Tasks/Actions	Persons Responsible	Resources & Costs	Timeframe (by when)	Monitoring/Evaluation	
1.	Improved access to the physical environment of the St Michael's Primary School, adding specialist facilities as necessary and physical aids to access education.				
Keep colour coded signage (including white lines) up to date to and the physical area inspected, to ensure it is clear for all	Tony Martinez	costs resourc es	ongoing - when any changes are made	Site safety inspection demonstrates that white lines are visible around site.	



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	to navigate around the building safely.				
	Ensure that staff with disclosed disabilities can discuss potential reasonable adjustments through appropriate channels.	Helen Robertson	Headteacher time	February and September each year	Individual risk assessments are in place for staff. Risk assessments have been reviewed if a member of staff's needs change.
	Ensure that PEEPS (Personal Emergency Evacuation Plans) are in place for individual staff and children who require them.	Helen Robertson	Headteacher time	February and September each year	Individual PEEPS are in place for those requiring them Individual PEEPS are followed during emergency evacuation drills Individual PEEPS are reviewed if an individual's needs change.
	Classrooms and common areas in school such as toilets, library and hall, are organised to promote the participation and independence of all students and consideration is given to acoustics, space, ventilation, lighting, temperature and gender.	Tony Martinez and Helen Robertson	LA Grant and £10k school contribution to toilet refurbishment	July – August 2022	2 sets of boys toilets have been refurbished with attention given to acoustics and the type of hand driers. All boys confidently use the toilets
		Tony Martinez, Helen Robertson, Rebecca Lewis and Sarah Brooks	LA Grant and PTA contribution	April – August 2022	The school garden has been refurbished providing a quiet canopied area for children to undertake a range of learning activities and a range of quiet activities during lunchtime.



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					require them Individual risk assessments are in place for those who require reasonable adjustments due to underlying medical conditions
	Ensure there are extra-curricular clubs that are attended and are accessible for all students with SEND and attachment needs	Emma Wakefield	£1,220 + on costs (staffing) £100 equipment	termly	Evaluation of attendance registers at clubs identifies that children with SEND and children with attachment needs have participated
	Appropriate curriculum pathways are available for students with disabilities and subject leaders make adaptations to core programs of study.	Emma Wakefield	Maths for Life Level 1 and Level 2 £55 POPS Reading Scheme Red and Blue Level £102	September '21	Pupil passports identify children Resources are in use
	Preparation for formal access arrangements for examinations: reasonable adjustments are implemented as part of classroom practice for all testing.	Emma Wakefield, Deputy Head and Assistant Heads	2 hours leadership time		Formal access arrangements have been applied for and agreed.



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3.	<p>Improve the delivery of written information to students, staff, parents and visitors with disabilities. For example handouts, timetables, textbooks and information about the school and school events.</p>				
	<p>Incorporation of appropriate colour schemes, to benefit in particular students with SpLD/visual impairment and sensory needs.</p>	<p>Emma Wakefield in consultation with Deputy Head and Assistant Heads</p>	<p>£200 costs of reams of coloured paper for photocopying resources, coloured overlaps and coloured exercise books</p> <p>Maths for Life Level 1 and Level 2 £55</p> <p>POPS Reading Scheme Red and Blue Level £102</p>	<p>On-going</p>	<p>Identified children have resources provided on appropriately coloured paper, with appropriate font style and size.</p> <p>Pupil passports identify children</p> <p>Resources are in use</p>



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4.	St Michael's CE Primary School meets the needs of staff and students who have special educational needs, or who are disabled (Equality Act 2010).				
	SEND audits are conducted and information is updated, which includes student, parent/ carer and governor voice.	Emma Wakefield	Inclusion Manager time	annually	Outcomes of audit are reflected in our school improvement plan and our local offer
	There is a regular review of student provision and progress which includes the student and parent/ carer. All students identified with SEND have a personalised passport or care plan stating what reasonable adjustments are needed. CLIPS show the current strategies being adopted by the class teacher and TA.	Emma Wakefield in partnership with class teachers	Directed time	Termly	Monitoring of pupil support plans demonstrate s appropriate targets with parent / carer and student views captured.



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	<p>Keep SEND register and passport information up to date to identify students with SEND for staff to access.</p>	<p>Emma Wakefield</p>	<p>Inclusion Manager time</p>	<p>ongoing</p>	<p>SEND register is accurate and passport information accurately records the needs of individual children</p>
	<p>Ensure specific school/academy needs are reflected in Trust wide policies:</p> <ul style="list-style-type: none"> • SEN Policy • Medical Conditions Policy • Teaching and Learning Policy 	<p>Emma Wakefield, Helen Robertson</p>	<p>Inclusion Manager and Headteacher time</p>	<p>September each year</p>	<p>Specific school information has been reflected in the Trust wide policies</p>
	<p>Implement specific and targeted CPD for individuals and groups such as Governors and new staff induction.</p>	<p>Emma Wakefield</p>	<p>Inclusion Manager time</p>	<p>July inductions each year and with new mid-year staff Annual Governor training</p>	<p>Identified CPD has taken place and evaluations identify positive impact</p>
	<p>Review existing opportunities for students, staff and parents to participate in school/academy management and governance (for example Academy Councils) & consider how all people may be encouraged to participate.</p>	<p>Helen Robertson</p>	<p>Headteacher time</p>	<p>March '22 – September '22</p>	<p>Local Governing Body has been restructured in line with Academy vision Parent Council has been formed with a clear remit and terms of reference</p>



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	Use 'My Concern' to identify trends of concerns for students with SEND and put actions into place as a result.	Emma Wakefield in partnership with SLT	½ termly meeting	every ½ term	Trends and concerns have been identified and acted upon
	Improve recruitment process to ensure applicants with SEND are aware of required duties and reasonable adjustments can be planned in advance if needed.	Helen Robertson in partnership with HR Advisor	include key questions into interview process	During each recruitment process	Reasonable adjustments have been made
	Identifying and displaying positive images of people with SEND in the school/academy.	Helen Robertson and Emma Wakefield	Headteacher and Inclusion Manager time	Summer Term '22	Audit has identified strengths and identified actions needed with a timeframe for actions to be completed.