



Excited to Learn with Confidence Together in God's Hands

## St Michael's CE Primary School, Lichfield

### Accessibility Plan 2022 - 2025

#### Success Criteria

1. A )Improved access to the external physical environment of the St Michael's Primary School, adding specialist facilities as necessary.  
B) Improvements to the internal physical environment of the St Michael's Primary School and use of physical aids to access education.
2. 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.
3. 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.
4. 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	Caretaker and Site Assistant	costs resources	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.	Site Team and Helen Robertson	Cost of toilet refurbishment prioritized in premises bid	Summer 2024	Key Stage 1 toilets have been refurbished with attention given to acoustics and the type of hand driers. All children confidently use the toilets
		Site Team, Helen Robertson, and Sarah Brooks	Prioritised in Premises bid	Summer 2024	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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2.	<b>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.</b>				
	<p>Whole school training is planned in advance to support the primary needs of students with SEND.</p> <p>Accessibility features are personalized on children's individual ipads and targeted through termly support plan targets</p>	<p>Michelle Spires</p> <p>Class teachers in partnership with Digital Strategy Lead</p>		<p>Termly CPD</p> <p>Autumn Term annually and reviewed termly</p>	<p>All staff are using a range of the strategies shared within training in their classroom practice</p> <p>Children accessing support make accelerated progress</p>
	<p>Quality assurance and assessment cycles prioritise students with SEND, which directs further curriculum adaptation, support and intervention for staff and students alike. This may include the use of diagnostic assessments, or external professional advice.</p>	<p>Michelle Spires and Andrea Hobson</p>	<p>EP costs £1,800</p>	<p>ongoing</p>	<p>School visit reports identify adaptations required and these are evident, where appropriate, in classrooms</p>
	<p>Take steps to personalise needs, even if this requires more favourable treatment such as: use of specialist equipment, individual behavioural systems, time out cards, early lunch or exit passes, alternative changing rooms for PE. Similarly, staff with asthma may be excused of some duties, in weather likely to exacerbate their condition.</p>	<p>Andrea Hobson in consultation with identified staff</p> <p>Helen Robertson</p>	<p>£7,312 + on costs</p> <p>Headteacher time</p>	<p>ongoing</p>	<p>Additional adult support is deployed to support identified children during breaktimes and lunchtimes</p> <p>Personalised behaviour support plans are in place for those children who</p>



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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	Andrea Hobson		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.	Andrea Hobson		Spring '24	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.	Andrea Hobson		Annually	Formal access arrangements have been applied for and agreed.
<b>3.</b>	<b>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.</b>				
	Incorporation of appropriate colour schemes, to benefit in particular students with SpLD/visual impairment and sensory needs.	Andrea Culverwell	£200 costs of reams of colour	On-going	Identified children have resources provided on appropriately coloured



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			d paper for photocopying resources, coloured overlaps and coloured exercise books		paper, with appropriate font style and size.  Accessibility features have been customized on children's ipads  Individual children's edukey profiles specify provisions in place  Resources are in use
<b>4.</b>	<b>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).</b>				
	SEND audits are conducted and information is updated, which includes student, parent/ carer and advocate voice.	Andrea Hobson and Michelle Spires	Vulnerable Children's Lead and SENCO 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 recorded on Edukey stating what reasonable adjustments are needed.	Andrea Culverwell / Michelle Spires in partnership with class teachers	Directed time	Termly	Monitoring of pupil support plans on Edukey demonstrate s appropriate targets with parent / carer and student views captured.



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	Keep SEND register and Edukey up to date to identify students with SEND for staff to access.	Andrea Hobson and Michelle Spires	Vulnerable Children Lead and SENCO time	ongoing	SEND register is accurate and Edukey information accurately records the needs of individual children
	<p>Ensure specific school/academy needs are reflected in Trust wide policies:</p> <ul style="list-style-type: none"> <li>• SEN Policy</li> <li>• Medical Conditions Policy</li> <li>• Teaching and Learning Policy</li> </ul>	Helen Robertson, Andrea Hobson, Michelle Spires	Leadership time	September each year	Specific school information has been reflected in the Trust wide policies
	Implement specific and targeted CPD for individuals and groups such as Advocates and new staff induction.	Andrea Hobson and Michelle Spires	Leadership time	<p>July inductions each year and with new mid-year staff</p> <p>Temly Advocate meetings</p>	Identified CPD has taken place and evaluations identify positive impact
	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.	Helen Robertson	Headteacher time	Summer Term '24	Parent Council has been formed with a clear remit and terms of reference
	Use 'My Concern' to identify trends of concerns for students with SEND and put actions into place as a result.	Michelle Spires in partnership with SLT and North Hub Safeguarding Lead	Weekly DSL Supervision 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	During each recruitment process	Reasonable adjustments have been made



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			interview process		
	Identifying and displaying positive images of people with SEND in the school/academy.	Helen Robertson and Andrea Hobson	Headteacher and Vulnerable Children's Lead time	Summer Term '24	Audit has identified strengths and identified actions needed with a timeframe for actions to be completed.