

Accessibility Plan

St Michael's C.E Primary School

Dates: From September 2023 - September 2026

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Impact	Timescale
		How?	Who?	Resources		
To continue to develop inclusive practice, through staff training and development.	C,E,I	Quality First Teaching – differentiation / support	Class teacher	Training PPA time SEND monitoring Practical apparatus Visual prompts	Children access school happily, confidently & safely Staff are confident in supporting children with a range of access difficulties	Ongoing Responsive to specific identified needs in school
		Targeted support – advice from specialists in cognitive support Eg. PSS	CT/TA Inclusion Lead PSS Ed Psyc	Outside agency hours Staff training Intervention time		
		Specific support for disabilities Eg. Physio / hearing & visual impairment	CT/TA Inclusion Lead PDSS SS	Outside agency hours Staff training Intervention time		
		Support for children with communication difficulties Eg. S&L / ASC	CT/TA Inclusion Lead CAT SALT SOTs	Additional adult support Outside agency hours Staff training Intervention time Behaviour Hub		
		Support for children with social, emotional and	ELSA Inclusion Lead	The Hub Therapeutic worker Intervention time		

		mental health difficulties Eg. Therapist	Ed Psyc Therapist COBs STICK	ELSA Behaviour Hub Lead Mental Health training Boxhall Profile		
<p>To continue to improve and maintain access to the physical environment of the school.</p> <p>To be aware of the access needs of children, staff, governors and parents/ carers with disabilities which may impact on their ability to access the school environment (e.g. a physical difficulty, visual impairment etc</p> <p>To continue to develop and improve links with all parents</p>	C,I	Monitoring and ongoing maintenance of contrasting edges on steps or ramps to ensure they are clear and obvious.	Site Manager Assistant Site Manager HT	Finance Environmental checks Equipment / contractors	Pupils, parents and staff with physical disabilities can attend site confidently and safely	Ongoing Responsive to specific identified needs in school Annual newsletter reminders
		Accessible parking on school site	Site Manager Assistant Site Manager HT			
		On-going maintenance of non-slip surfaces on ramps	Site Manager Assistant Site Manager HT			
		Regular checks to ensure exterior lighting is working	Site Manager Assistant Site Manager HT			
		Black/Yellow hazard tape to raise	Site Manager Assistant Site Manager			

		awareness of a hazard	HT		
		On-going maintenance of disabled facilities Eg. Automatic doors /disabled toilet	Site Manager Assistant Site Manager HT		
		Personalised access plans / risk assessments to ensure safe access for staff/pupils with physical disabilities	Inclusion Lead Medical needs co-ordinator	Support services – PDSS / SS / School nurse / medical professionals	
		Ensure meetings are held in accessible rooms in school	SLT	Ground floor meeting rooms	
		Pupil profiles to reflect any accessibility needs and provision in place for the child – to be shared with all relevant staff	Inclusion Lead CT	Meetings with parents Time for staff to ensure information is shared Personal Evacuation Plans.	
		Annual reminders in the newsletter / parent mail to parents to let us know if they have difficulties	Office Inclusion Lead	Newsletters / communication system	

		accessing the school environment				
To continue to develop the capacity of support staff through training and performance management in order to make best possible provision for children and young	C,I,E	Training – ongoing and responsive to specific need	HT Inclusion Lead Outside agencies	Funding for CPD Release time	Support staff will be confident to support the specific needs of our pupils in school	Annual performance management meetings Ongoing and responsive to specific needs
		Performance management – relevant target setting which continues to improve pupil progress and participation	SLT	Meetings with Inclusion Lead	Pupils with accessibility difficulties will have their needs met and will be able to attend school safely and confidently	
Ensure all disabled people can be safely evacuated	C, E	Ensure evacuation procedures are in place in personal accessibility plans	Inclusion Lead / Medical Needs Co-ordinator / CT	Personal evacuation plans Time to meet with parents to gather information and share plans	Personal plans will be in place for anybody who requires them Children and staff will evacuate safely	Ongoing and responsive to specific needs A least annual review of personal plans
		Ensure there are evacuation plans in place for any staff members with access difficulties	HT Inclusion Lead	Time for staff to share information with relevant staff	Children and staff with accessibility difficulties will	
		Ensure all staff and pupils are aware of the accessible exits	Site Manager Assistant Site Manager			

		in case of evacuation	HT		feel safe in school	
		Ensure all staff know they are responsible for knowing the evacuation procedure for any staff or pupil in the case of an emergency	All staff			
		Ensure risk assessments are in place for staff and pupils with additional needs or disabilities including alternative arrangements for evacuating	Inclusion Lead Medical Needs Co-ordinator / Site Manager Assistant Site Manager HT			
All school visits, trips and extra-curricular activities needs to be accessible to all pupils.	C	Ensure venues, transport, after school clubs are vetted for suitability and risk assessed if necessary	EVC co-ordinator CT	Release time to visit venues Transportation costs Evolve training	Staff and children can be included in all school has to offer in a safe and inclusive way	Ongoing – in place for each individual trip / visit

		Rigorous risk assessments in place for any trip off site at least two weeks prior to the trip taking place				
		Ensure risk assessments are uploaded to Evolve to ensure all staff have access to risk assessments promptly				
All areas of the curriculum are tailored to individuals' needs, ensuring it is accessible to all pupils.	C	Staff should make explicit adjustments, which allow for pupils to participate fully in the activity, with particular attention to PE.	CT	PPA time Discussions with SENDCo/outside agencies Training (if needed)	Children with accessibility difficulties have access to a broad and balanced curriculum that caters for their individual needs and therefore experience success.	Weekly
		Training in Mental Health / ACEs for all staff in order to make adjustments for children with difficulties				

			ELSA TA			
		ELSA trained in school to provide on going and evidence based support for children with mental health needs.				
		ELSA supervision				

By focusing on this objective are you?	Accessibility code
Increasing the extent to which everyone can participate in the school curriculum?	C
Improving the physical environment so everyone can take advantage of education?	E
Improving the delivery of information so that it is accessible to everyone?	I

CT	Class Teacher	EVC	Educational Visits Co-ordinator
TA	Teaching Assistant	Ed Psyc	Educational Psychologist
SENDCo	Special Educational Needs Co-Ordinator	HT	Head Teacher
SLT	Senior Leadership Team	CAT	Communication and Autism Team
SALT	Speech and Language Therapist	PDSS	Physical Disabilities Support Service
SS	Sensory Support (Hearing & Visual Impairment)	SN	School Nurse
PSS	Pupil and School Support		