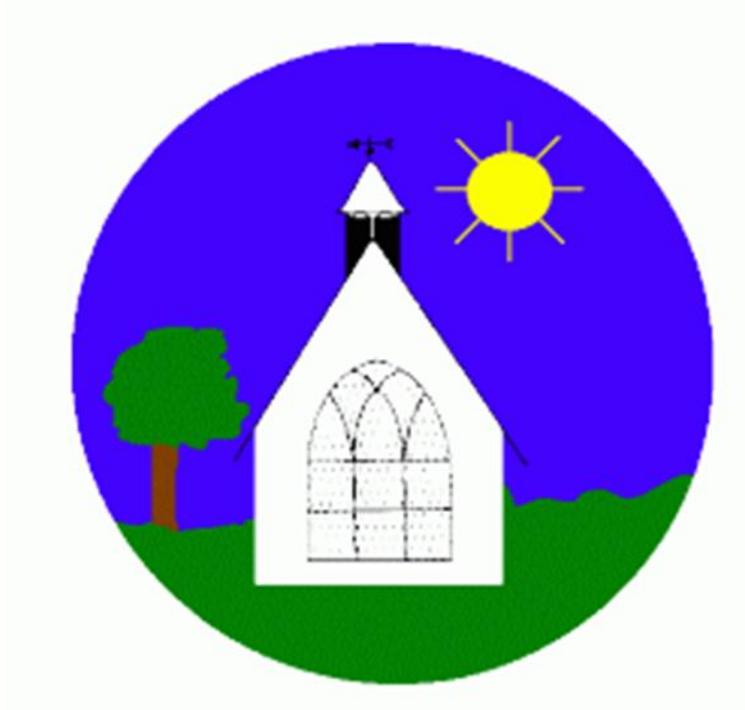


# Shine as Lights in the World



St. Michael's Woolmer Green C of E Primary School

## Accessibility Plan

***Date of review:***

***March 2024***

***Date of next review:***

***March 2026***

***Responsibility:***

***Learning and Pupil Progress Committee***

***Classification:***

***Public***

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### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our Golden Rule is to treat others fairly and in the way you wish to be treated.

Our school vision is, Shine as Lights in the World.

Our **hope** is for all our children to have the confidence to use their talents and skills, to make responsible decisions as they learn and grow and contribute positively to the wider world.

The children are encouraged to recognise feelings and emotions in themselves and others, taught through the 'Zones of Regulation'. We have one golden rule in our school – to treat others in the same way you expect to be treated. This helps us to establish our **community** as an inclusive and supportive environment with nurture and wellbeing at its core.

We enhance **dignity** through our curriculum and policies, which are both underpinned by our school values and 'My Personal Best'. These teach Christian values and core life skills to help the children become the best that they can be; demonstrating resilience, care for others and honesty.

We build **wisdom** in our pupils by encouraging them to be curious learners, constantly questioning and striving to find the answers, so that they develop into lifelong learners.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, parents, pupils and Governors.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources (reading materials) include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To continually review classroom practice</p> <p>To ensure all staff know about all the provisions available</p> <p>Additional reading resources – Benchmarking books for assessment and FFT intervention, Rapid Readers &amp; Totem Books</p> <p>Class and personalized provision maps</p> <p>CPD and staff meetings to review the curriculum</p>	<p>All classes to have a visual timetable</p> <p>Now/Next card for individuals who need smaller steps</p> <p>Additional 1 to 1 &amp; group support</p> <p>Herts Easy Tracker used to monitor all pupils, plus IEALD for Early Years and AET targets</p>	All class teachers & TAs, overseen by HT and SENCO TA	Annually	<p>All children able to access the curriculum and make progress.</p> <p>Achieve personal goals</p>
Improve and maintain access to the physical environment	We have a marked disabled driving bay in the car park and entrance to the main office is on	To continually review the physical environment				

	<p>one level.</p> <p>Access to the Reception Class is via a ramp from the outdoor area and Year 1 can be accessed via this as well.</p> <p>Year 2 can be accessed from the playground on the level.</p> <p>Year 4 &amp; 5 can be accessed through the hall and Year 6 from the playground.</p> <p>Year 3 can only be accessed via steps from the playground or steps internally to class.</p> <p>There is a large disabled toilet by the main entrance.</p>	<p>Entrance to this classroom could be to be via Year 2 classroom</p>	<p>If we had a child in Year 3 with a disability we would have to think about a change of class or entering via Year 2</p>	<p>HT &amp; SENCO TA</p>	<p>As necessary</p>	<p>All children would have equal access to the classrooms</p>
<p>Improve the delivery of information to pupils and adults with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• A virtual tour of the school to familiarise pupils and adults with the environment &amp; classrooms</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>To ensure that any child with a communication difficulty can access the curriculum fully</p> <p>To ensure that should technology be needed this is provided</p> <p>Should extra adult support be required that this is provided and extra funding sought as necessary</p>	<p>Keep up to date with technical advice</p> <p>Ensure visual aids are used if necessary</p> <p>Provide extra support</p>	<p>All staff, HT &amp; SENCO TA</p>	<p>Ongoing as necessary</p>	<p>All children are able to communicate effectively and access the learning</p>

	<ul style="list-style-type: none"> <li>• Individual work stations</li> <li>• Visual symbols &amp; timetables</li> <li>• Clicker program</li> <li>• iPad/Laptop</li> </ul>					
Support Mental Health and Wellbeing	<p>Our school is passionate about nurture and wellbeing. We have:</p> <ul style="list-style-type: none"> <li>• Zones of regulation</li> <li>• Mindfulness</li> <li>• Nurture lunchtime club</li> <li>• Wellbeing email</li> <li>• One to one mentoring &amp; group work to support SEMH</li> <li>• Protective Behaviours</li> <li>• Lego therapy</li> <li>• A bank of sensory resources to support anxiety; fidget toys, worry monsters, weighted blankets and a range of books</li> </ul>	To ensure all our children experience good mental health and that SEMH does not become a barrier to learning	<p>To remind all children, parents &amp; staff about what we have available to support children</p> <p>To encourage children who need additional support to access the things available</p> <p>To ensure staff feel they have the tools to support any mental health issues</p>	All staff, HT & SENCO TA & Mental Health Leads	Ongoing	All children feel supported and have strategies to deal with times when emotions can become a barrier to learning

## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by LPP committee of Governors.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

We will use this to audit our environment, when reviewing this policy.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	Access to classrooms is accessible apart from Year 1 & 3	Should the need occur the reception have a ramp for access that Year 1 could use		
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				

