

St. Michael at Bows C.E. Junior Accessibility Plan – 2021-2025

Introduction

The SEN and Disability Act 2001 extended The Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The Plan sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- to increase the extent to which disabled pupils can participate in the school curriculum;
- to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- to improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This Accessibility plan has been developed in consultation with the LA, staff and governors of the school and covers the period from September 2021-September 2025.

Current Accessibility Arrangements:

Admissions

The following statement is an extract from the School's Admissions Policy: The Governors of St. Michael at Bowes C.E. Junior School supports the Special Educational Needs and Disability Act (2001). The Governors are, therefore, committed to the principle of all children having equal rights of access, if this can reasonably be provided.

The admission of a child with Special Educational Needs to the School will be conditional upon:

(a) The parents' /guardians' full disclosure to the School of the child's disability. Appropriate planning by the School, including requests for additional funding, are dependent upon the School having access to all the relevant information

(b) Following the procedures which are set out in any school policies relating to Special Educational Needs e.g. Assessing Children's Educational Needs

(c) The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision

(d) Specific additional funding from LDBS for building projects, if required

(e) Agreement about the stages for which entry is being offered. In particular, transition from Infant to Junior and Junior to Secondary will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education

(f) Acceptance by the parents/guardians that some educational opportunities, which take place off-site may not be available. The above conditions will also apply, if a disability develops during the course of a child's education in St. Michael at Bowes C.E. Junior School.

Access to Buildings and Classrooms

All areas of the school are accessible by all children and their parents.

Building	Features
Main building	All classrooms have wheelchair/walking frame access There are provision of a disabled toilet in the holding area and on every floor Corridors are wide enough for wheel chairs/walking frame to be used Doors have low fitted handles
Year 3 and 4	Entrances to the building is flat for easy wheel chair access and wide doors A disabled toilet has been installed

Year 5 and 6	<p>Entrance is via a lift and there are wide corridors</p> <p>Disabled toilet on floor level</p>
Hall	<p>Main entrances are flat and has double opening doors allowing easy wheel chair access</p> <p>Access to Kitchen Servery is clear and suitable for wheel chairs</p> <p>Flat lift available for assemblies/lunches as well as stage area</p>
Playground	<p>Available for all pupils. Access is available without the need to use steps</p> <p>Front of each step leading into the main building have been painted with a yellow strip to guide visually impaired individuals</p>
Entrance paths	<p>Tottenham Road - clear of steps allowing easy access to and from the building allowing easy access for all pupils and parents</p> <p>Grenoble Gardens - ramp into playground</p>
House	<p>Entrance is via a small step</p> <p>Yellow strip on all steps leading into the house</p> <p>No disabled toilet</p>
Smab Garden	Garden can be accessed via a ramp
Escape route to/from upper floors	Lifts to assist people with mobility or sensory impairment

Evacuation Procedures

The schools Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Education Plan for the pupil.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

As a Main Stream Junior School we cannot replicate the range of support and resources that a local authority can provide. However, the school has successfully supported pupils with a range of disabilities - hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEN Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Education Plan (IEP) for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers/agencies
- Technological enhancements - ICT
- Adaptation of teaching materials

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's SENCO teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The school's policy on Teaching and Learning incorporates advice for teachers on supporting disabled pupils. The school has an on-going program of staff

development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

Informal Curriculum

Pupils at St. Michael at Bowes C.E. Junior School have always been able to participate fully in the wide range of activities offered beyond the Classroom consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Educational Plan. The suitability of any event and the need for additional support is discussed fully with parents in advance.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision in consultation with Enfield Borough SEN Advisory Services.

Source Materials for the new plan:

The priorities of the plan have been identified using a number of sources including:

- End of Key Stage results
- Pupil questionnaires
- Parent Consultations
- Multi-agency meetings
- Health and Safety Inspections

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Other important plans are contained and considered within this plan. They are:

Single Equality Policy (Appendix 1)

Health & Safety Policy (including procedures for administering medicines)
(Appendix 2)

Emergency Evacuation Procedures (see Health and Safety policy)

Special Educational Needs/ Inclusion Policy (Appendix 4)

Behaviour Policy (Appendix 5)

The Governors Admissions Policy (Appendix 6)

The Annual School Prospectus (School website)

Action Plans

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below are 3 Action Plans which show how the school will address the priorities identified in the plan.

Action Plan 1: Improving Curriculum Access		
Target	Strategies	Outcome
Provide training for teachers/TA's on differentiating the curriculum for disabled pupils	<p>Undertake an audit of staff training requirements</p> <p>Book scrutiny</p> <p>Implementing target setting processes including performance descriptors in the P scales</p> <p>Using tool to measure participation eg refer to Ofsted's evaluating educational inclusion documents</p> <p>Reviewing planning and delivery approaches to the new curriculum including consulting and involving pupils, flexible groupings, peer support, coaching/mentoring</p> <p>Working with multi-disciplinary agencies</p>	<p>All teachers/TA's are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum</p> <p>Staff able to monitor progress in pupils. All pupils to make significant progress</p> <p>Staff confident in accessing curriculum to all pupils</p>
Administering Medication	Introduce procedures and practices based on LA guidelines	Minimum administering in

	Identify individuals to administer medication	school (Welfare Officer/Office Admin)
Action 2: Improving written information and signage		
Written material for pupil's available in alternative format	<p>Research services available through LA</p> <p>Developing plans to provide information pictorially and orally eg visual curriculum, symbol supported environment</p> <p>Consulting and involving pupils with disabilities in the planning, delivery and reviewing of their provision</p>	<p>Able to provide written information in different formats as and when required for individual purposes</p> <p>Disabled pupils accessing curriculum and making progress in their learning</p> <p>All concerned are secure in the child's plan for learning</p>
Make available school prospectus, newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it (i.e. larger text etc)	All information is available to all
Emergency exit procedures	Review existing provision	Procedures in place and conforming to current H&S policies and procedures
Ensure access as far as possible for all pupils to take part in educational visits	<p>Know individual pupil's needs</p> <p>Ensure all pupils needs are assessed and planned for</p> <p>Ensure risk assessment identifies additional provision provided</p> <p>Proposals for visits show additional staff needed</p>	All pupils as far as possible are able to access educational visits

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Management of the Plan

The governors will be responsible for the strategic direction of the School's Accessibility Plan.

- The governors will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Health and Safety team has checked the DDA for Health and Safety issues. The Site Manager will use the DDA to inform his site work and to prioritise so that low cost or no cost of work can be dealt with as soon as possible
- The Head teacher and the Inclusion Co-ordinator will be responsible for the plans day to day implementation.
- Progress of the Plan's Priorities will be reported:

to the Full Governing Body at least once per year.
in the School Prospectus
on the School website
in the School Profile

Parents/ Carers may request a copy of the Accessibility Policy/ Plan from the School Office.