



Horton St. Michael's CE First School and Nursery

ACCESSIBILITY PLAN

2022-2025

This plan takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010, Disability and Discrimination Act 1995 as amended by the SEN and Disability Act 2001. Horton St Michael's First School is committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

As a C of E School we promote the idea that we are all 'wonderfully made' (Psalms 139 v 14) and that because we are made in the image of God we all demand respect and love. It is in this way that we are committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The purpose of this plan shows how Horton St Michael's First School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): 'A person has a disability 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 carry out normal day to day activities.'

Key Objective

To reduce and eliminate barriers to access to the curriculum and allow full participation in the school community for pupils and prospective pupils with a disability.

Increase the Curriculum Access at Horton St Michael's First School

Success Criteria	Action	Responsibility of	Timescale	Monitoring
Children regardless of ability make good or accelerated progress from their starting point.	Pupil Progress - Identifying barriers and narrowing / closing gaps. Tracking groups / specific individuals through provision maps and individual case studies.	Teachers SENDCO	Ongoing 2022-2025	
To maintain and further develop systems for monitoring the impact of reasonable adjustments.	Triangulation of book scrutiny, lesson observations & outcomes. Report annually to the LAC. Reasonable adjustments to classroom & resources. Focused interventions matched to individual needs.			
All children have equal access to the curriculum Views of all stakeholders will be	Regular communication with parents. Involvement of agencies where necessary. Pupil passports to set and monitor targets. CPD for staff to develop expertise / awareness. Report annually to the LAC.	Teachers SENDCO	On going 2022-2025	

collected in relation to reasonable adjustments made.				
Engage positively with people from different backgrounds. Increased awareness of disabilities, culture, religion and discrimination.	<p>Raise Awareness of disabilities, different cultures, religions through organised assemblies, events, lessons, trips (to include the Derby Faith Walk at least once in child's time at Horton).</p> <p>Subject leaders to source information about local, national and world wide events and plan in to school calendar as appropriate</p> <p>Ensure PHSE / British Values schemes of work are appropriate to our school curriculum and being taught regularly.</p> <p>Ensure continued / developed links with local churches</p> <p>Re-establish links with Horton Lodge Special School</p> <p>Awareness raising assemblies / lessons / staff CPD</p> <p>Visitors - to raise awareness and involve disabled pupils and adults from the community.</p>	HT Teachers	On going 2022-2025	
All children will be included in all aspects of school life wherever reasonably possible.	<p>All out of school activities/trips / residentials are planned to ensure that reasonable adjustments have been made. .</p> <p>Audit current extra curricular provision.</p> <p>Develop alternative provisions whilst considering work life balance of staff</p> <p>Ensure children from vulnerable groups have priority of access to certain extra curricular activities</p> <p>Ensure all risk assessments are completed and in place within the relevant timescale.</p> <p>Purchase additional resources as necessary</p> <p>Ensure all out of school activities comply with current and future legislative requirements</p>	Leader of trips / residentials	On going 2022-2025	
Collaborate with local mainstream	<p>Attend all DIP meetings</p> <p>Refer children to the LEEK SEND Hub as necessary.</p>	SENDCO	On going 2022-2025	

<p>and special schools to agree on action to support those in the school community with a disability in line with DDA duties.</p> <p>Increase knowledge of disability and disability legislation of lead person in order to facilitate the raising of the awareness of whole Academy regarding duties.</p>	<p>Attend all SENCO update meetings at SUAT / LEP</p>			
<p>Attendance will be in line with or better than the National Expectation of 96%</p> <p>Punctuality of all children will be improved</p>	<p>Appropriate correspondence with parents</p> <p>Ensure that children have continued access to education if absent due to medical needs</p> <p>Early Help Assessments completed and actioned</p> <p>Questioning children / parents regarding lateness.</p> <p>Make phone calls home immediately regarding absence.</p> <p>Follow attendance policy</p>	<p>Office Staff HT</p>	<p>On going 2022-2025</p>	
<p>Children and staff have access to mental health support when necessary.</p>	<p>Children and adult mental health considered during policy making.</p> <p>Outside agencies used when needed.</p> <p>Good mental health taught in PSHE</p> <p>Mental health discussed at staff meetings and LAC meetings</p>	<p>HT Teachers SENDCO</p>	<p>On going 2022 - 2025</p>	

Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of IT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils’ disabilities and the views expressed by pupils or their parents about their preferred means of communication. The school will consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

Success Criteria	Action	Responsibility of	Timescale	Monitoring
All written materials will be accessible for all.	Increase access to written materials by: Raising awareness in every subject area Following suggestions within EHC Plans Convert written information into other formats where necessary – e.g. coloured paper, alternative fonts. Ensure that all documents use a dyslexia friendly font type, size, and colour. Ensure all previous copies of letters are accessible – with paper copies available to those who need them. The readability of all information is assessed prior to stakeholder access. Adaptations are made for individual need where necessary. Gain advice, when necessary, from appropriate agency,	Teachers	On going 2022-2025	

	Ensure that the delivery of school information to pupils & parents with visual / hearing / sensory difficulties is consistent.			
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Improving the physical environment of the school

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, floor coverings, signs, interior surfaces, room décor and furniture. Improvements to physical access include ramps, handrails, widened doorways, adapted toilets and washing facilities, adjustable lighting, blinds and way-finding systems. The provision of ‘quiet’ areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways or changing the layout of classrooms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like eg through enlarged computer screens and keyboards, communication aids, switches, photocopying enlargement facilities, specialised desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as specialist pens and pencils.

Success Criteria	Action	Responsibility of	Timescale	Monitoring
The outside will be a safe place for all	Identify dangers and report to site technician immediately. Initial identifier to ensure that dangers have been rectified. Complete termly clean up of leaves / mud etc on all fire escape routes especially the steps.	All Staff HT to follow up.	On-going 2022 - 25	
All children will have all that is needed to ensure that they can access	Ensure all children have the relevant equipment and resources for day to day use. Review resources provision annually or on an individual needs basis.	All Staff	On going 2022-2025	

all activities in school.	Ensure the functionality of all specialist equipment on a termly basis if not in constant use. Report any malfunctions to the office / HT/Site technician EHCP annual reports will be completed and shared with all relevant parties. Pupil passports will be written and shared regularly with parents, children and relevant staff.			
Development of quiet reading area and indoor reflection area	Children have access to quiet places. Time out is understood by staff to be useful and conducive to learning. Reading is seen as a positive way of improving mental health for some people.	HT School Council	Completed by 2023	

Additional Actions

Success Action	Action	Responsibility of..	Timescales	Monitoring
Undertake audit of academy policies and procedures to establish baseline of present level of disability discrimination	Audit completed Policies reviewed regularly. Check in line with Government guidelines and SUAT	HT Governors		

'Learning, laughing and playing together in God's hands'