



St Michael's Prep School Accessibility Plan 2019/2021

Date of Last Review:	October 2019	Review Period:	
Date of Next Review:	October 2022	Owner:	LCO
Type of Policy:		Governors' Approval	November 2019

Definition of Additional Educational Needs

In this policy, 'additional educational needs' refers to a learning difficulty that requires additional educational provision. In legislation this is known as Special Educational Needs. All children are special. We like to call these needs additional.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of Additional Educational Provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

St Michael's Prep School has adopted this accessibility plan in line with the school's **additional educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our **Additional Educational Needs Policy** outlines the school's provision for supporting pupils with additional educational needs and disabilities (AEND), and the school's **Accessibility Plan** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with AEND. This accessibility plan provides an outline of how the school will manage this part of the AEND provision.

Please refer to our **Additional Educational Needs Policy** for an outline of our full provision to support pupils with AEND.

We are committed to widening accessibility of our environment reflecting our values and efforts to include all pupils, staff, parents and visitors. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

St. Michael's Prep School plans, over time, where possible, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

1. Improve access, where possible, to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
2. Ensure full access to the curriculum for pupils with a disability and or long-term medical need by modifying the curriculum as necessary to ensure that these pupils have an equal opportunity to access the curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in leisure and cultural activities and school visits. It also covers the provision of specialist aids and equipment subject to cost which may in certain cases be borne by parents, which may assist these pupils in accessing the curriculum.
3. Improve the delivery of information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and events. The information will be made available in various preferred formats within a reasonable time frame.
4. Provide training for all aspects of inclusion and celebrate diversity

Access: The School's Layout and Facilities

St Michael's Prep School accommodation comprises three main premises: The Prep, The Pre-Prep. and Stable Court. The shop is now housed in a converted container.

The Prep School is an historic building which was extended in 2004. The modern part of the building provides lift access to the upper floors, but the historic part of the building does not. Within the limitations imposed by historical buildings which are not capable of modification, we ensure that all buildings are physically accessible as far as possible. The Prep School is accessible via two separate entrances secured by a buzzer door system entry. They have level access suitable for wheelchair entry but there is limited disabled access to some parts of the building for the reasons given above. Since the last plan we have increased accessibility within Prep by installing a ramp on the first-floor corridor where previously there had been steps between the original building and the extension. There are now only four classrooms that remain inaccessible to wheelchair users. We modify the timetable in the event of a child needing to access lessons here and re-room those lessons.

The Pre-Prep building is new and is fully accessible with lifts allowing access to all floors. Stable Court has been modified to provide disabled access to all parts of the building through the link corridor.

Physical accessibility is kept under regular review. Individual assessments are made of pupils or staff with particular accessibility requirements and measures taken to ensure full access to the curriculum. We use Personal Emergency Evacuation Plans (PEEPs) for staff, pupils and visitors with a temporary disability. Accessibility requirements are regularly reviewed and taken into account in all works carried out to improve or upgrade facilities.

Parking

The reconfigured car park with improved lighting, footpaths and designated disabled parking bays has good access to our buildings. Temporary permits to use these bays are issued to parents with limited mobility following accidents, illness or injury.

Signage

The signage in our last accessibility plan has been mirrored by improved signage inside the building. We believe the signage provides easier orientation around our school site and clearly denotes alternative routes avoiding steps.

Public Access

The school provides access to events and some of our facilities are open to the public. Accessibility requirements are taken into consideration in planning all public events at the school. For example, entry to the indoor marquee for the ball and summer end of term events is through the playground which has step free access along the fire path from the car park.

Hirers gain secure access to designated parts of the building through the fobbing system.

Since 2015-18 all new building and adaptation has taken into account the access requirements.

Improve Physical Access: Development Plan 2019-21		
Target	Actions to achieve this	Review
Build a straight path between Pre-Prep and Stable Court	Financing and scheduling within facilities budget	
Design and build a performance space	Develop OM management through acquisition of software Agree design costs Appoint a fund raiser and plan a programme to raise funds	
Improve access to the newly sited shop	Step free access and landscaping	
Continue to challenge colour specific gender norms in the colour schemes of refurbished areas and new builds	Ongoing as opportunity arises	

2. Ensure Full Access to the Curriculum – Teaching and Learning

An enormous amount of progress has been in the previous accessibility plan and since the appointment of the New Head of Learning Development. See AEN policy. The number of interventions has increased, along with parallel staffing in Pre-Prep. Quality First teaching is more consistent across the school. The provision of Wonderboxes containing all the necessary equipment to support differing learning needs in every classroom in the school normalises additional equipment and promotes its use. These contain ear defenders, writing slopes, spell checkers, fidget aids, move n sit cushions and pencil grips, shaded mini whiteboards etc.

Target	Actions to achieve this	Review
<p>Printed information on the IWB will be displayed in a format <i>other than</i> black print on white.</p>	<p>SLT to collect evidence on next Focus group observations Training on how to change the colour / self-help sheet to be disseminated Add decision and guidance to AEN policy</p>	
<p>All worksheets / text –based handouts will be laid out clearly and typed in a sans serif font size 12 or 14 with 1.5 spacing between lines. Pupils who cannot read black-on-white will not be disadvantaged. Use of buff paper</p>	<p>Review through YGF establish level of implementation Check worksheets / revision materials</p>	
<p>To increase the variety of formats in which children can present their learning (as per HW challenge) Pupil choice regarding the means of communicating knowledge will be offered regularly as a method of differentiation that benefits both SEND pupils and the more able. All pupils will be offered a range of options of how to communicate what they have learnt/remembered about a topic e.g. mind maps, bullet points, power point presentations, essays, posters...when</p>	<p>Review HW set on SIMS. Establish percentage allowing alternative formats Present findings to staff Decide on target percentage increase assessment of knowledge is the purpose of the task.</p>	
<p>To fully implement the EAL policy and review its effectiveness.</p>	<p>Collect in a shared space the vocab list resources developed under RMA</p>	

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Target	Actions to achieve this	Review
	To track and write a case study on an EAL child's progress.	
HW instructions supported through use of app and stickers or sheets	Review and monitor regularly – through homework club, meetings with children, staff and parents and survey?	
Measure Impact of wonderboxes	Ask Children / staff and parents	
Use IT programmes to accelerate progress and reinforce concepts across all depts	Review what IT we have for what need and make a list. Allocate time/opportunity if need be liaising with home. Communicate specifically in pupil provision maps Make a notice board for children to find out about them Put on parent portal	
Ensure all instructions are given so that children with processing difficulties can access them (no multi step instructions given aurally) Information given out in assembly will be given in small chunks and supported on the assembly notices board. TAs where needed will write instructions on whiteboard / paper and encourage the children to listen actively before being given the notes.	Review practice / ask children Refine teaching observation grid to include more AEN areas. Focus through observations on visual support for instructions and good modelling Review effectiveness using observation evidence	
Ensure medical needs which are barriers to learning/ integration are supported through effective plans and training	Set up annual review of provision for those with medical needs. Track academic and social progress and report to SLT termly	

3. Improve delivery of information

Since the last plan we have introduced bespoke Homework Diaries which allow reflection, target setting, provide weblinks etc

Introduced the Parent App onto which HW is put for Y 1-8

Introduced Tapestry facilitating a shared journey in assessing progress with parents

Created a password protected Parent Portal

Introduced the Club and Peri handbooks do that staff are better prepared to deliver on Inclusive practice

Remodelled the AEN policy

Each year the parent handbooks are modified to incorporate change improve clarity (addressing omissions discovered the previous year) and reprinted.

Parent welcome meetings at the start of the year focus on core school messages and year specific info. Feedback is always positive.

Target	Actions to achieve this	Review
Explain, reduce and simplify the number of sources of Info to EYFS joiners	Review types, plan graded roll out Improve specific information on role and control of the different systems	

4. Provide training on all aspects of Inclusion and Diversity

Target	Actions to achieve this	Review
Plan training each term over next three years to take forward the understanding of diversity and effectiveness of inclusive practice	Meet, plan deliver, Measure impact of this through observations and feedback	Successful working party delivered training on gender
		Training to be delivered by counsellor on eating issues and bereavement