

MICKLEFIELD SCHOOL (Including EYFS)



ACCESSIBILITY PLAN: September 2019 – September 2021

INCREASING ACCESS FOR DISABLED PUPILS

(cf Schedule 10 of the Equality Act 2010.)

Disability

A person has a disability if he/she has a physical or mental impairment, which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities:-

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory, or ability to concentrate, learn or understand
- Perception of the risk of physical danger
- More information on the definition of disability is available through the Disability Rights Commission.

School - Accessibility Plan

Aims:-

- increase access to the curriculum for disabled pupils.
- improve the physical environment of the school to increase access to education.
- improve the provision to disabled pupils of information that is provided in writing.

Pupils

Inclusion at Micklefield considers these pupils:-

- Those with physical disabilities.
- Gender issues
- Minority ethnic and faith groups.
- English as a second language.
- Pupils with SEN.
- Gifted and talented pupils.
- Sick children, young carers, families with children under stress.
- Any pupil at risk of disaffection and exclusion.
- Those pupils whose main carer is an au-pair.

Actions

- Set up a review group - Education and Staffing (including LDD)
- Arrange Inset for staff on disability issues.
- Identify barriers for pupils with disability.
- Review SDP.

CURRICULUM

Children who have difficulties accessing the curriculum – see LDD Policy.

Action

- To ensure teachers and teaching assistants have appropriate support and training to raise awareness of disability issues.

Outcome

- Teachers have increased use of and understanding of a wide range of teaching and learning styles to ensure all pupils have access to the curriculum.
- Support staff use a range of strategies to ensure pupils can participate, have independence and attain higher standards.

Action

- To review resources to ensure these are relevant to the experience of disabled pupils.

Outcome

- Evidence of a wide range of resources available in school that raise awareness of disability issues.
- Lessons are responsive to pupil diversity.
- Teachers use a range of Teaching and Learning styles, use a greater range of strategies to enable pupils to access the curriculum.
- Support staff work with a wide group of pupils to promote independence.

Access to the Curriculum

Aim

- To ensure that staff working with pupils with a disability have the appropriate strategies to allow these pupils access to the curriculum.

Barriers

- Review Policies, Practice & Culture of school to develop inclusive practice.
- To enable all pupils to participate in all areas of learning and personal development.
- To review 'at risk' groups in order to minimise any future barriers.

Action

- To share expertise as pupils move through the school and with receiving senior schools..
- To ensure staff have appropriate support and training to raise awareness of disability issues.
- To explore disability issues through the Curriculum, i.e. RE/Citizenship at KS2.
- To consider deployment of learning support staff.

- Support Service for pupils.
- To seek the expertise of relevant experts through the parents e.g. Visual Support Service Hearing Impaired etc.

PHYSICAL ENVIRONMENT

Aim

To ensure that all pupils irrespective of disability are offered equal opportunity to secure a place at Micklefield School.

To invest in our site and premises, in a planned manner, to support all pupils and prospective pupils with disabilities.

Current Position

We recognise that to make our site and premises more accessible to pupils with disabilities will be a long-term objective given the cost of making such improvements.

Barriers – (The School is situated in a Conservation Area.)

- Poor access to school site for dropping off/collection of pupils.
- Site very uneven – many stairs internal staircases.
- Front door access.

Actions

- To identify and assess the impact of physical barriers.
- Consider disability issues with any future building projects.

BUILDING

Action

- To conduct an access audit to alert the school to the types of barriers that exist and may need to be addressed.

Outcome

- Schools awareness of barriers is enhanced. Schools Development Plan reflects improvements to the environment for disabled pupils.

Action

- Revise suitability assessment guidance and criteria to inform school and identify and assess the impact of physical barriers to access.

Outcome

- A room-by-room assessment of access suitability.

Success Criteria

A differentiated curriculum for disabled pupils, which will enable independence and success.

Improve Access to designated areas over time. Pupils are able to access the school without experiencing barriers.

INFORMATION

Ensure information for parents is in different formats.

To consider alternative ways of presenting the Prospectus.

- e.g. large print or using audio tape
- e.g. large print summary of Prospectus
- In Braille/large print
- Through sign language
- An audio tape
- Homework instructions in format accessible to visually impaired parents etc.
- Homework planning - before plenary session of lesson – not rush at end – liaison with parents, meeting once a term to ensure success of homework system.

MONITORING AND REVIEW

This policy will be reviewed annually.

Pupils should have access to positive images of adults and children with disability.

Governors are involved in and understand the issues of disability equality.

Other, related policies include:

- Disability policy.
- LDD.
- Anti Bullying.
- Administration of Medicines.

Mr R M Ardé
Headmaster

Mrs J Hamilton
Chair of Governors

Reviewed: September 2020

Review by: September 2021