



## **Purpose of the Plan**

The purpose of the school's plan is to reduce and eliminate barriers to access the curriculum and to achieve full participation in the school community for all pupils and adult users with a disability.

In formulating our accessibility plan, we take account of:

- The school's population of children and adults
- The school's plans and priorities
- The future intake (advance information from pre-school settings and the LA)
- Audit of the school's strengths and weaknesses in working with disabled pupils, including attendance and exclusion data, access to areas of the curriculum, participation in after school clubs and school visits, access to parts of the school
- Staff awareness of Equalities legislation
- Staff knowledge and skills of needs of disabled pupils
- School policies and practices e.g. related to the administration of medicines, time-tabling, anti-bullying policy, school visits and teaching and learning.
- The physical environment of the school
- The curriculum
- How information is provided for disabled pupils
- Outcomes for disabled pupils including end of key stage results and achievements in extra-curricular activities
- The views and aspirations of disabled pupils and their families and staff
- The views and aspirations of other disabled people or voluntary organisations

## **Audit of Existing Achievements and Provision:**

### **Curriculum:**

- Information obtained on future pupils to facilitate advanced planning
- Established procedures for the identification and support of pupils with Special Educational Needs and Medical Needs
- Detailed pupil information on SEN pupils and those with Medical Needs shared with relevant staff, including lunchtime supervisors
- Termly whole school pupil progress meetings with staff; information shared and discussed with SENCo and Head teacher
- Pupils and parents involved in target setting and reviews of EHCPs, SEN Support Plans and Care Plans; ongoing liaison with parents where appropriate
- Liaison with, and support for, staff and parents from external agencies (Educational Psychologist, CAMHS, BSS, Speech and Language Therapist, EWO, Physiotherapist, OT, Russet House outreach service, Hearing Impaired Service and Visually Impaired Service), Parent Support Unit
- All staff have some ELKLAN training with specific members of staff having acquired the ELKLAN accreditation.
- Activity Zone sessions for fine and gross motor coordination development
- Visual timetables in classrooms
- Use of Makaton in EYFS
- Individual visual timetables for children with learning needs
- Specialist resources to support specific needs e.g. writing slopes, pencil grips, coloured paper and overlays, IPADS or laptops for specific children
- Specialist arrangements for assessments i.e. KS2 NCAs (extra time applied for, use of scribe, prompt or transcription)
- Differentiated curriculum to enable all pupils to feel secure and make progress, including group and paired work
- Staff aware that some children need extra time to respond to questions, with reading and written work
- Opportunities for all to participate in drama productions and music (including playing an instrument)
- Learning Support Assistants and Teaching Assistants deployed to implement specific literacy, maths and speech & language programmes and to give increased support where needed in class
- Multi-sensory learning techniques used
- Ongoing training programme to support staff in providing for children with specific needs, tailored to individual children where appropriate, e.g. Downs Syndrome, Hearing Impairments

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- Risk assessments are carried out for all school trips
- Individual risk assessments are put in place for pupils with a high level of need
- After school and lunchtime clubs accessible to all children
- PSA to support children and parents through times of difficulty
- Toilet training

### **Physical Environment:**

- The school, with our relatively new building and remodelled original buildings, is fully accessible to wheelchairs.
- Two lifts, both of which can accommodate wheelchairs.
- Disabled toilet facilities on ground and first floor.
- Shower room in main school and in Nursery with provision for nappy changing.
- Ramps to the main entrance and step-free access to the field.
- Classrooms and corridors are well lit and kept clear to ensure children with visual difficulties are catered for.
- Hearing induction loop in the halls.
- Acoustic baffle boards in new classrooms to minimise echo.
- Every year group has a small group room for quiet times, small group or 1:1 work
- School is secure and points of entry are monitored by CCTV.
- Two disabled parking bays.

As soon as a child with a disability is given a place at St Michael's, parents are invited in to ensure the child's needs are carefully assessed and where necessary, additional equipment is provided.

### **Other Facilities and Provision**

- 'Can do' ethos and positive approach from all staff.
- Open door policy.
- All staff are First Aid trained.
- All staff receive annual updated training on the administration of Epipen (for severe allergic reactions) and Buccal Midazolam (for Epileptic Seizures).
- Several staff are trained in supporting children with Diabetes.
- Where children have other specific medical conditions, training is arranged for all staff so that everyone has a clear understanding of the child's needs.
- All children with medical conditions have Care Plans which are updated with parents at least annually. Copies of these are prominently displayed in the Medical Room, the child's classroom and the lunch hall.
- Dyslexia friendly classrooms.
- Staff training by SENCo: teachers and support staff.
- Members of the Down's network in Enfield.
- Time to Talk, which can be accessed by all children.
- Parent support advisor.
- Letters available at request in large print.

### **Access to Information**

- Open door policy.
- Support groups and training organised by PSA.
- Parents Meetings, e.g. Internet Safety, from outside provider.
- Regularly updated, user-friendly school website.
- Support for parents and pupils with SEN and EAL.
- Interpreter organised for meetings where necessary.

In addition:

Prospective parents of pupils with disabilities (physical, mental and medical) are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting at school. These pupils may be visited in the pre-school setting and/or the home by school staff. Transition between classes, key stages and to secondary schools are meticulously planned to ensure these experiences are as smooth and stress free as possible.

Provision of information to pupils with a disability and their parents is provided in a variety of ways: SEN and Care Plan review meetings, parents' evenings and meetings with external agencies as required. Information from external agencies is usually discussed with parents, pupils and relevant staff in school. Parents may contact the school at any time if they feel they need advice or additional information.

This plan should be read in conjunction with the following policies and documents:

- SEN
- Single Equality Policy
- Behaviour and Anti-bullying/ Peer-On-Peer Abuse Policies
- School Brochure
- Vision, aims and values
- School Development Plan

## Accessibility Action Plan Autumn 2025

### Increase the extent to which disabled pupils can participate in the curriculum

Target	Strategy	Outcome	Who	Review
<p><b>With the increasing number of children attending St Michael's with a wide range of additional needs, ensure all staff are well trained in order to achieve the best possible outcomes for each child.</b></p>	<ul style="list-style-type: none"> <li>Regular reviews of children's needs and progress to ensure that all are enabled to achieve their absolute best, both socially and academically.</li> <li>Teachers to work closely with support staff when planning, to ensure that reasonable adjustments are made and the curriculum is differentiated to the right level for each child.</li> <li>Life skills to form an integral part of the curriculum for each child.</li> <li>Interventions to be well thought out, regularly reviewed and impact measured.</li> <li>Regular liaison with parents (beyond EHCP, SEN and Parents' Evening meetings) to ensure the highest consistency between home and school.</li> <li>Staff should have access to research, involvement in specific support groups and regular training from experts across the borough to ensure the best teaching methods for each child is employed.</li> <li>Training in specific needs should form an integral part of the induction process for new staff.</li> <li>Draw up list of generic strategies for 'What works well' with pupils with common disabilities e.g. ASD, Dyslexia</li> <li>Half termly meetings for TAs to get together with other TAs working with children with similar needs to discuss successful strategies/support each other.</li> </ul>	<ul style="list-style-type: none"> <li>Children, regardless of disability and starting point, will make continuous good progress: verbally, academically and socially.</li> <li>Teachers and LSAs will work seamlessly to provide work tailored to each child's needs, which in turn will enable children to make good progress.</li> <li>Children will be well-prepared to move on to secondary school, with a good grounding in life skills such as self-care, conversation and money matters.</li> <li>Parents will feel well-supported.</li> <li>As children grow and develop, staff will have a range of internal and external resources to advise on next steps.</li> </ul>	<p>Inclusion Team</p> <p>SLT</p> <p>Teachers</p> <p>TAs</p>	<p>Review item on the agenda at each half-termly Inclusion Team meeting.</p>
<p><b>Maintaining good mental health especially in light of Covid-19.</b></p>	<p>Continue to run and add to the developing range of support initiatives in place:</p> <ul style="list-style-type: none"> <li>Time to Talk</li> <li>ELSA (Emotional Literacy Support Assistant)</li> <li>Connect group</li> <li>Chill and chat</li> <li>Mindfulness</li> <li>Art Therapy</li> <li>Use of Sensory Room if needed.</li> <li>Mental Health First Aiders</li> <li>Workshops by Enfield Mental Health Practitioners.</li> <li>Access to 1:1 support from Enfield Mental Health Practitioners.</li> </ul>	<ul style="list-style-type: none"> <li>Children can safely talk about issues affecting their wellbeing.</li> <li>Children with more complex issues will benefit from discussion and to find ways to allay fears or come to terms with events that are beyond their control.</li> <li>Ultimately, children will be happier and more able to cope with work and socializing in school.</li> <li>Children will be more resilient and able to cope when having to deal with difficult situations, e.g., the pandemic.</li> <li>Children will be able to regulate their emotions more effectively.</li> <li>Children in distress/crisis will be able to access the necessary support to help them cope.</li> </ul>	<p>Inclusion Team</p> <p>SLT</p>	<p>Review item on the agenda at each half-termly Inclusion Team meeting.</p>
<p><b>Increase the use of technology to support children to access the curriculum.</b></p>	<ul style="list-style-type: none"> <li>Ensure Literacy Tool Box is used regularly as a source of reading and related activities for specific children.</li> <li>Become more familiar with integral features of programs currently available.</li> <li>Research suitable apps for the individual child's needs.</li> <li>Use of equipment, e.g., lap tops and iPads for children with learning needs and physical disabilities, visual/hearing impairment and DCD</li> </ul>	<ul style="list-style-type: none"> <li>Children's engagement and reading ability will improve.</li> <li>Staff will feel more confident in supporting children to get the best from technology.</li> <li>Regular use of high quality programs should contribute to supporting children's progress.</li> <li>Liaison between new IT coordinator and SENCO</li> </ul>	<p>Inclusion Team</p> <p>Computing lead</p> <p>ETSP / SENCO network</p>	<p>Review item on the agenda at each half-termly Inclusion Team meeting.</p>

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## Improve the physical environment of the school to increase accessibility for members of the school community with disabilities

Target	Strategy	Outcome	Who	When / Review
<b>Provide specialist equipment for children with additional needs.</b>	Purchase equipment as specified by OT.	<ul style="list-style-type: none"> <li>Disabled children will be able to more independent.</li> </ul>	Site Manager Inclusion Manager	Review item on the agenda at each half-termly Inclusion Team meeting.
<b>Ensure classrooms are regularly reviewed for suitability for all learners.</b>	Check classrooms and communal spaces: <ul style="list-style-type: none"> <li>Are clear and tidy.</li> <li>Store frequently used resources in the same accessible, labelled place.</li> <li>Check lighting level.</li> <li>Seating near a power source for those who need IT devices.</li> <li>Provide concrete objects to support learning.</li> <li>Have storage space for special equipment/large print resources.</li> </ul>	All children will have a comfortable and accessible working environment regardless of need.	All staff  Health and Safety Governor	Review item on the agenda at each half-termly Inclusion Team meeting.
<b>Disabled parking bay</b>	<ul style="list-style-type: none"> <li>Contact the LA to find out where this could be sited.</li> <li>Investigate how it can be funded.</li> </ul>	<ul style="list-style-type: none"> <li>Parents with disabilities or parents of children with disabilities will be able to park safely.</li> </ul>	Inclusion Team SLT Site Manager	Review item on the agenda at each half-termly Inclusion Team meeting.

## Improving the availability of accessible information to disabled pupils

Target	Strategy	Outcome	Who/When	Review
<b>Ensure layout of classrooms supports children with disabilities</b>  <b>Information presented in a way that accessible for all – visuals/large print/Makaton/ small chunks of information</b>	<ul style="list-style-type: none"> <li>Training for all teachers and support staff in best practice: seating arrangements, IWB background colour and font, reduction in distractions, materials available in large print or on coloured paper, visual and physical aids etc.</li> </ul>	<ul style="list-style-type: none"> <li>Children with disabilities will have the optimum opportunities to make progress in lessons</li> </ul>	Inclusion Team  Teachers	Review item on the agenda at each half-termly Inclusion Team meeting.
<b>Increase the use technology to support children to access the curriculum.</b>	<ul style="list-style-type: none"> <li>Become more familiar with integral features of programs currently available, such as Text Talk.</li> <li>Research suitable apps for the individual child's needs – seek advice from 'Call Scotland'.</li> <li>Liaise with other SENCOs in the borough to find out what is being used and/or form a working party to establish best practice for getting the most from technology.</li> <li>Visit SEN fairs to keep abreast of new developments.</li> <li>Investigate online Dyslexia intervention programs.</li> </ul>	<ul style="list-style-type: none"> <li>Children's engagement and reading ability will improve.</li> <li>Staff will feel more confident in supporting children to get the best from technology.</li> <li>A catalogue of a limited number of useful programs can be trialled – this will need regular updating.</li> <li>Regular use of high-quality programs should contribute to supporting children's progress.</li> </ul>	Inclusion Team  Computing lead  ETSP / SENCO network	Review item on the agenda at each half-termly Inclusion Team meeting.