



Accessibility Plan 2024 – 2027

This accessibility plan has been written following an audit, to help us to identify barriers to accessibility within our school. It is not exhaustive; it is designed to outline any issues around accessibility and how we intend to improve on them. We will prioritise 'red' levels first of all, with some areas being purely to 'maintain.'

Part 1: Increasing access to the curriculum

Accessibility prompt	Yes/ No	Comments or recommendations	Priority Level (red, amber or green)
Have all staff received sufficient awareness training about the disabilities supported within the school?	Not all	All staff to complete AET training in response to the rising levels of Autistic children on roll.	Amber

Do teaching staff have the necessary specialist training to support all disabled pupils?	Not all	Entire Tiny Teds team to train in Oxygen administration and Tube Feeding, plus delivery of Physio.	Amber
Are those responsible for staff training aware of where to obtain further training, advice and guidance?	Yes	School uses Kym Allan's Health and Safety Consultancy services to guide both statutory and non-statutory training needs across the school. If the consultancy is unable to offer training – signposting is provided. We also liaise with the Community Nursing team to seek medical training where necessary.	Green
Can disabled pupils easily access their classrooms? Can they access any resources or materials they might need within those classrooms?	No	A ramp to be added to the Tiny Teds unit to support wheelchair access. School is also liaising with Allerdale OT to resource some specialist seating for the unit.	Red
Do lessons provide opportunities for all pupils to achieve? Are activities adapted according to need? Do teachers use a range of methods to gauge understanding, e.g., role play, designing posters or drawing mind maps, as well as written answers?	Yes	The curriculum at St. Michael's is adapted to meet the needs of each individual child. IEPs and EY Sen Support Plans are used where necessary, so are Early Year Developmental Journals. A range of teaching styles are used across the school to meet a range of needs for learning. Staff scribe for pupils	Green

		where writing is difficult and use ICT to support curriculum access.	
Are all pupils encouraged and supported to take part in music, drama, technology and physical activities?	Yes	All pupils at this school access a full curriculum which is adapted to meet their individual needs. We have no pupils on a reduced timetable.	Green
Do staff recognise and allow for the mental or physical effort expended by some disabled pupils? Are work expectations adjusted? Or flexible timings employed for the completion of work?	Yes	The length of teaching and learning time accessible by pupils is determined by need. Lessons are gradually built over time to extend in length. Continuous Provision is used right across school to support positive mental wellbeing in all children and offer breaks from focused learning. Some children have a very bespoke curriculum that is chunked across the day. The physical demands on pupils are also adapted according to need – some children are only able to participate in short physical exertion which is outlined in care plans to guide the staff.	Green
Is ICT provided where needed for individual pupils? Are multimedia activities and interactive ICT used to support specific areas of the curriculum?	Yes	ICT equipment, e.g., Recording Sound Buttons is used to support accessibility of the curriculum for individual pupils. For example, some pupils who struggle to engage with group reading sessions are	Green

		able to access the RWI Virtual Classroom package which school subscribes to, in order to access their learning online.	
Are staff aware of exam access arrangements?	Yes	The Headteacher and administrators of assessments are aware of access arrangements.	Green
Are all school visits accessible to disabled pupils?	Yes	Special arrangements are put in place by the Headteacher and EVC to ensure this. Additional staffing/resources are applied where necessary to achieve access for all. Parent Voice is also part of this process.	Green
Do disabled pupils have equal access to before or after school clubs and activities, or those held at lunch/ break times?	Yes	This was a focus on last year's SIP as we noticed previously that uptake was less for some pupils with SEND. Mrs. J Kelly will continue to liaise with families to identify any barriers and offer solutions for access. The uptake is rising and provision is always in place to support this.	Amber/Green
Do school resources include and promote positive disabled role models?	Yes	We have special events in school with persons such as 'Nat', who is a local Professional Wheelchair Basketballer and other disabled role models are portrayed in theory across the curriculum. School must now work hard to engage with more visitors	Amber

		both in and out of school who represent disability, so that the children benefit from further, real life experience of disability.	
Does the curriculum cover diversity and equality issues, specifically those around disability?	Yes	School has implemented a Super 6 reading programme which covers all aspects of diversity and equality issues from Tiny Teds to Year 2. It is a curriculum which is progressive in content over the years of schooling, covering a wide range of scenarios around disability. School also celebrates Odd Socks Day, Anti-Bullying Week and Children's Mental Health Day which enables further coverage. The PSHE curriculum in KS1 and PSED curriculum in EYFS also covers a range of topics around diversity, disability and acceptance. We also offer a Nurture curriculum for children who require further bespoke teaching around equality.	Green

Part 2: Improving the physical environment

Accessibility prompt	Yes/ No	Comments or recommendations	Priority Level (red, amber or green)
Are entrances to the school accessible, with suitable parking facilities close by? Can the Reception counter be used by all?	Partly	This school is mostly unsuitable for severely physically disabled pupils due to the high steps on all entrances to the buildings. Being a Grade 1 listed building, means that there is much that we are unable to adapt. However, things have been put in place to support less severe physical disabilities. For example, 1-1 support for helping children up and down stairs, plans for alternative provision on site to support disability access. Special arrangements are put in place for families who require close by parking etc and the reception counter is accessible for all. Signage to be added to the bottom of the reception steps to prompt an office call if access is an issue.	Amber

Are doors and doorways easy to navigate and wide enough to allow access for those with mobility aids or a supporting member of staff?	Partly	They are wide enough for access but additional signage is to be added to support the rising number of families on site.	Amber
Are all fire exits accessible for pupils with physical difficulties affecting their mobility?	Yes	Fire exits are accessible and PEP plans are in place for any pupils who may require additional support in the event of a fire.	Green
Does the size and layout of areas around the school allow access for all pupils? Consider the: <ul style="list-style-type: none"> • classrooms, including subject specific classrooms, such as Science and Technology, Food, Art, ICT • assembly hall • library • corridors • toilets (and showers and changing rooms) • playgrounds • sports facilities • dining hall/ canteen and other social areas • stairways and lift(s) 	Yes	Again, the current layout of the school is accessible for all pupils on site but as stated we are unable to support wheelchair access due to the building itself being Grade 1 listed and accessible only by steps at each entry point.	Green
Are all areas of the school, including accessible toilet/changing areas, kept clutter free with trip hazards removed?	Yes	All areas are clutter free and well-resourced to promote easy access but this is a continual focus as there are now many more pupils and staff on site. This is prompted weekly through staff minutes.	Amber

Is there a simple, clear layout to the school that is understood by all pupils?	Yes	The feedback from pupils demonstrates clear understanding. This is something that we will continue to analyse through Pupil Voice.	Green
Are good quality acoustics available throughout the school? Is background noise kept to a minimum?	Yes	All areas of the school are used to maximum potential and children are taught in small homogenous groups. This system supports reduced background noise. Rooms are also separated by doors which can be closed to lower volume levels.	Green
Is there suitable lighting in all areas of the school, with the ability to reduce any glare from windows?	Partly	Some blinds need to be replaced to reduce light glare. These are mainly in the offices and transitional areas – not in classrooms.	Amber
Are any edges to stairs, ramps and kerbs highlighted and is colour contrast flooring used for pupils with visual impairments?	Partly	All steps to be relined with yellow paint.	Red
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	No	This is not something that is currently in place but would become an urgent priority if needs arose.	Red
Could any of the décor or signage be confusing or disorientating for disabled pupils?	Yes	The feedback from pupils demonstrates clear understanding. This is something that	Green

		we will continue to analyse through Pupil Voice.	
Are a range of seating options available within classrooms?	Yes	Some pupils require alternative seating to carpet areas due to their physical needs. School works with the OT to put the correct equipment in place where necessary.	Green
Are classrooms and hallways suitable for pupils who experience distraction and sensory overload? Can display boards be minimised or individual workstations put in place?	Yes	Individual workstations are in place for all pupils who need them and school has adopted a neutral pallet for display boards – with the majority being hessian backed. The school walls have also been painted white to reduce sensory overload.	Green
Are quiet, calming withdrawal spaces available for pupils who require these?	Yes	There are calm/regulation areas in every classroom across school. Some pupils also have individual learning bays which support their learning needs.	Green
Is there sufficient space available for specialist intervention work and the storage of specialist equipment required by disabled pupils?	No	Due to the rising number of pupils on roll, intervention spaces are now rather insufficient. A new Wrap Around/ Family Learning/Intervention classroom to be created.	Red

Are emergency evacuation systems in place for all pupils, including alarms with visual and auditory components?	Yes	These are checked on a weekly basis by the site caretaker and twice yearly by an external service.	Green
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Part 3: Making information more accessible

Accessibility prompt	Yes/ No	Comments or recommendations	Priority Level (red, amber or green)
Is all information provided in plain English as standard? Do you supplement this with symbols or Easy Read formats where required? If not, do staff know how to provide or source this?	Yes	Plain English is used to communicate with the school community. This is supplemented with verbal conversations for families who require additional support. Staff make adjustments to the delivery of information as needs arise.	Green
Is any written information provided easy to access/navigate? Does it conform to SCULPT guidelines?	Yes	All shared information follows SCULPT guidelines.	Green
Do you provide large print or audio-recordings for pupils who require or benefit from these?	Yes	Sound buttons are currently being used for audio recordings.	Green

Do staff know who to contact to provide information in more specialist formats (such as Braille) if required?	Yes	School has previously worked with Allerdale Blind Association to acquire alternative formats and the Community Nursing Team for medical alternates.	Green
Have opportunities to reduce written information been explored? Can information be provided through other means?	Yes	Class Dojo is now the preferred method for communication and paragraphs can be audio read by parents and carers. With regards to the pupils, a wide range of systems are in place with offer alternatives to written forms.	Green
Are copies of written information provided to pupils who would have difficulty copying this themselves and is this provided in advance?	Yes	Yes. Some pupils are provided with paper copies of worksheets etc when they struggle to access smartboards to transfer information from A to B.	Green
Is ICT explored to its full potential and are staff familiar and confident to use this?	Yes	Staff have benefited from SAT support to implement a range of ICT resources which have been used to specifically support individual pupils. This is an area which we must continue to develop to meet growing needs within school.	Amber
Is information presented to groups suitable for disabled pupils, e.g., is content read aloud or diagrams described?	Yes	Teaching is adapted to meet the needs of individual pupils.	Amber

Are text to speech, and speech to text options used within the classroom?	Yes	When necessary, these systems are used.	Green
Are translation services in place for pupils and families who speak EAL?	Yes	We use Class Dojo for our online communication platform and this is translatable in all languages spoken/read by our school community. Google Translate printables are also used to support further communication when access to ICT is difficult.	Green