



St Michael's Academy

<u>St. Michael's Academy</u> Accessibility Plan	Date signed off: Sept 2020
	Review date: Sept 2022

Accessibility Plan

VISION STATEMENT "Partnership in all our children's futures"

St. Michael's Academy endeavours to provide quality education for every child within a caring, stimulating environment where all members of the school community are valued and encouraged to reach their full potential and experience success. We are committed to develop a common sense of purpose and shared responsibility between children, parents, staff and governors.

At St. Michael's Academy we aim to:

- Foster confidence and independence in the children within a stimulating, secure and happy environment.
- Provide quality-learning opportunities, which allow the development of the children's full intellectual, physical, spiritual and emotional potential.
- Encourage children to become co-operative and willing members of society, fostering positive social attitudes and being responsible members of, and positive contributors to, the world in which we live.
- Develop in all members of the school community, self-esteem, a sense of mutual respect and sensitivity to the needs of others.
- Recognise and value the contributions that parents, carers, governors and other members of the community can make. We will endeavour to encourage parents to understand the aims and objectives of the school and to offer us their support.
- Support the personal and professional development of all the staff.
- Promote a higher level of intellectual debate between staff in developing and reflecting a common philosophy.
- Create an atmosphere where all staff are valued and appreciated.

SPECIAL EDUCATION NEEDS: (SEN)

Special Needs provision is a very important aspect of our school. At St. Michael's Academy we follow the Somerset Education Authority Code of

Signed by Chair.....Date.....

Practice which ensures that children with special needs receive appropriate support. The National Curriculum is the starting point for planning that meets the specific needs of individuals and groups of children. Our teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require action to be taken by the school. At St. Michael's Academy teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in the curriculum and assessment activities.

Children may have special educational needs either throughout or at any time during their school career. The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child may not have special needs but may still have rights under the Disability Discrimination Act. At St. Michael's Academy we assess each child as required, and make the appropriate provision, based on identified needs.

Children have an additional need if :

- they have a significantly greater difficulty in learning than the majority of children of the same age**
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.**

The SEN Code of Practice advocates a graduated response to meeting the needs of children with special educational needs. When it becomes clear that a child is failing to make appropriate progress within **Provision For All**, additional support will be provided. Interventions will be offered that are different to or additional to those provided through basic entitlement. These interventions can be triggered through concern that despite differentiated teaching, pupils:

- make little or no progress, despite targeted teaching of weakness;
- demonstrate difficulty in developing literacy or numeracy skills;
- show persistent emotional/behavioural difficulties which are affected by behaviour management strategies;
- have sensory/physical problems and despite the provision of specialist equipment make little progress;
- experience communication and/or interaction difficulties and despite experiencing a differentiated curriculum make little or no progress.

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On a termly basis we record the strategies used to support the child and review the effectiveness of these and any interventions put in place, then modify provision as necessary.

If, despite support, concerns remain, then a personalised intervention plan can be considered. An Annual Review will be held at which parents, the SENCo and any outside agencies involved with a child will meet. The Annual Review forms the body of the application for Higher Needs funding. An Individual Learning plan is drawn up. This targets the pupils individual learning needs and details support strategies and interventions. Pupils are carefully monitored and reviewed both within school on a termly basis and through twice Yearly Consultation Meetings with Advisory Support Services and any Specialist Outside agencies involved.

A request to the Local Authority can also be made for pupils, for whom this is deemed necessary. Requests for statutory assessment may also be made by a parent or by referral by another agency.

We have an in-school support team which is utilised to meet the needs of our children and we pride ourselves on the level of communication and co-operation we gain from this process. The SEND provision is overseen by the school's Special Education Needs Co-ordinator whose role it is to liaise with teachers and Teaching Assistants and to provide the time, resources and training necessary, that ensures inclusion in classroom activities.

A separate SEN policy is available from the office.

Signed by Chair.....Date.....