

Accessibility plan

Milefield Primary School



Approved by:

Last reviewed on:

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Milefield Primary Accessibility Plan

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Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Milefield Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Milefield Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits; the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – these covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Milefield Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website.

Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information

Our objectives are detailed in the Action Plan below

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability through Early Help Assessment and by information collection at the start of each year or when a new pupil joins the school.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. Disabled pupils can access all areas of the school.

Curriculum

Milefield Primary School are aware there are areas of the curriculum to which disabled pupils have limited access where provision needs to be adapted. Other issues affect the participation of disabled pupils, for example: peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

Access Audit

The school is a single storey building with several access points from outside. All entrances have wide doors fitted which can be extended by opening a second part to the door if needed.

On-site car parking for staff and visitor includes one dedicated disabled parking bay. All entrances to the school are flat, the main entrance has a ramp fitted. The main entrance features a secure entrance area and has been fitted with a low reception desk, this being fully accessible to wheelchair users. There are disabled toilet facilities available, all of which are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. There are also emergency call points in case of fire.

Management, coordination, and implementation

We will consult with experts when new situations regarding pupils with disabilities arise. We work closely with agencies to ensure we are able to provide the appropriate access prior to a pupil commencing at Milefield Primary School. This is primarily done through multi-agency planning and Early Help Assessment.

Action Plan

To increase the extent to which disabled pupils can participate in the school curriculum.

Target	Who	Timescale	Outcomes/Success Criteria	Complete
To Liaise with Nursery providers & Family Centre to review potential intakes.	SENCO Pupil Welfare Lead EYFS Lead	Prior to intake	Procedure/equipment in place at time of intake	As required
To review statutory policies to ensure that they reflect inclusive practice and procedures	SLT	Ongoing	All policies reflect latest practice and guidance	Ongoing
To continue close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy, or mobility issues.	SENCO Pupil Welfare Lead SLT	Ongoing	To ensure collaboration between all key personnel and use of Individual Health Plan.	Ongoing
Appropriate learning aids produced/purchased	Class teachers with support from SENCO	Ongoing	Resources made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils	Ongoing
Staff trained to meet individual medical needs of pupils where applicable.	All Staff as required	Ongoing	Staff completed training for specific needs.	Ongoing
All extra-curricular activities planned to ensure, where reasonable, participation of all pupils		Termly	Risk Assessments in place to give opportunity for all pupils to participate where possible.	Termly

To Improve the delivery of Information to disabled pupils and Parents

Target	Who	Timescale	Outcomes/Success Criteria	Complete
Information on Website accessible to all	SLT	Regular updates as necessary	Website is fully compliant with requirement for access by person with visual impairment. Information published on website is in a clear format that is easily understandable	Ongoing
Information for parents/ carers to be clear for all.	All Staff	As required	Information in newsletters and information letters is in clear print, translated where necessary and easily understandable.	Ongoing
To review children's records ensuring school's awareness of any disabilities	SLT SENCO Pupil Welfare Lead	Termly	Information collected about new children. <ul style="list-style-type: none"> • Records passed up to each class teacher. • Transition meetings • Annual reviews • ISP meetings • Medical forms updated annually for all children • Individual health plans 	Termly

Improve and maintain access to the physical environment

Target	Who	Timescale	Outcomes/Success Criteria	Complete
<p>Understand the needs of pupils and ensure information is available in relevant formats</p> <ul style="list-style-type: none"> • Large print • Braille • Pictorial or symbolic representations 	SENCO	Ongoing	Pupils have access to curriculum information and all other school information in a format that meets their needs	Ongoing
Improve the Physical environment of the school	Ongoing	SLT	When planning improvements to the schools physical environment the needs of both staff and pupils who have a disability will be taken into account.	Ongoing
Ensure the environment is visually stimulating for all children	Ongoing	SLT Teachers	Regular environment audits identify areas in need of improvement and that standards in other areas are maintained	Ongoing
To ensure access routes – driveway, paths etc are kept clear and safe	Ongoing	Caretaker	<p>Regular site checks are completed to ensure that access arrangements are not compromised and remedial; action take when necessary.</p> <p>In time of inclement weather i.e. snow/ice gritting takes place on access routes in a timely manner before access is required.</p> <p>If accidents do occur appropriate forms are completed and investigations take place</p>	Ongoing

Ensure all disabled pupils can be safely evacuated.	Staff as req'd SENCO	Ongoing	Some staff trained in use of Evac chair. Personal Emergency Evacuation plans in place for disabled pupils. Ensure staff are aware of PEEPS	Ongoing
To ensure that the medical needs of all pupils are fully met within the capability of the school	SLT SENCO Pupil Welfare Lead	Ongoing	To liaise with external agencies To identify training needs All advice acted upon. All pupils' needs are met and they are able to access the curriculum.	Ongoing