



Accessibility Plan Milldene Primary School September 2022

Introduction:

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Starting points

The purpose and direction of the school's plan: vision and values

The aim of this policy is to set out the commitment of the Governing Body of Milldene Primary School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment, sexual orientation or background are all treated inclusively. Milldene Primary School provides teaching which meets the National Curriculum and other statutory requirements. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum 2014 Framework:

- Promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Preparing pupils at the school for the opportunities, responsibilities and experiences of later life

The school has regard to the Code of Practice when meeting pupils' Special Educational Needs, including a range of disabilities, and makes its policies known to parents. Provision determined in Statements of Educational Need is made for those pupils who have them. We believe there is an explicit link between inclusion, diversity and equal opportunities. "This does not mean treating all pupils in the same way. Rather, it involves taking account of pupils varied life experiences and needs. This plan reflects our commitment to offer equal opportunities to disabled pupils who have previously experienced barriers to learning and to provide personalised learning when appropriate. The aims and values of our school are inclusive; they reflect and inform our vision Statement, which is embedded in the life of the school community.

Milldene Primary School is a safe, happy and ambitious community where every child and their family are valued. Confidence, creativity and curiosity enable each child to discover a world of possibilities.

Milldene Primary School has high ambitions for its pupils with special educational needs and expects them to participate and achieve in every aspect of school life. Milldene Primary School's commitment to equal opportunities is driven by the National Curriculum Inclusion Statement and involves the schools commitment to:-

- Setting suitable learning challenges;
- Responding to pupils diverse needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Our school commitment is to identify and remove barriers to disabled pupils in every area of school life. Milldene Primary School makes all children feel welcome irrespective race, colour, creed, religion, sexual orientation or impairment.

Information from pupil data and school audit

The Disability Discrimination Act defines a disabled person as ‘someone who has a physical or mental impairment which has substantial and long term adverse effect on his or her ability to carry out normal day to day activities.’ The definition is broad and includes a wide range of impairments including learning disabilities, dyslexia, diabetes or epilepsy, asthma, arthritis and cancer. These impairments sit within the definition of disability when they are in the context of ‘substantial and long term’. As a school we have an excellent record with regard to making reasonable adjustments for such children. This includes, hearing impairment training, Autism training and training in emotional support. As a school we have a long history of teaching pupils with a wide range of Special Educational Needs and, without exception, disabled pupils have been fully included in all aspects of school life. The progress of disabled pupils is tracked and comparisons are made between the achievement and attainment of these children compared with their peers.

Where necessary, adaptations are made to the curriculum and equipment available to ensure full access. There is full access to all parts of the physical environment for pupils. Adaptations are made to timings, playtimes, lunchtimes, school trips, after school clubs etc to meet the needs of children with social interaction impairments and medical needs. Emphasis is placed on the use of positive role models. Attendance of all disabled pupils is good and, where issues of illness are a particular feature of their disability, the necessary adaptations to the school day are made.

Views of those consulted during the development of the plan

It is fully acknowledged at Milldene Primary School that ‘children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters effecting them’ Articles 12 and 13 UN Convention of the Rights of the Child. As a result, the following plan has been written following consultation with pupils, Staff and Governors and fully takes into account their views and aspirations.

2. The main priorities in the school’s plan

Increasing the extent to which disabled pupils can participate in the school curriculum

As a school, our planning is differentiated to take account of the group/individual needs of all pupils, including those with disabilities. The learning environment addresses the diverse needs of all pupils. Highly trained and skilled teaching staff are responsible for

leading and monitoring curriculum development and change and use their curriculum expertise to plan for all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and are clearly linked to National Curriculum expectations. It is the SENDCo's role to support Learning Support Assistants. She coordinates and facilitates training with all staff to develop whole school awareness of disability and ways in which children can best be supported within the classroom and wider school context. The SENDCo also coordinates advice given by outside agencies and ensures its full implementation. The SENDCo has completed the national diploma in SEND coordination. All pupils with a disability have equal access to the formal school curriculum and the additional opportunities available beyond the school day.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Building work has ensured that the school is accessible. The main focus for the development of the physical environment is to provide sensory rooms that disabled pupils can access with or without adult support. We continue to consult with Specialist Teacher Advisors and other agencies when considering the purchase of specialist equipment for individuals with disabilities.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled: As a school we currently share information with pupils with disabilities in a variety of ways:-

- Face to face discussion;
- Social stories;
- Simplified and modified language;
- Symbols on work e.g. smiley face for good work;
- Pre-printed/ pictorial explanation of work, e.g. communicate in print;
- One page profiles.

Improving access to written information for pupils, parents and visitors: As a school we have a school website and a weekly school newsletter. It is important we take into account all pupils, parents and visitors ability to access our information by making aspects of the information user friendly, e.g. font size and type.

3. Management, coordination and implementation

The Governing Body takes responsibility for ensuring that the schools' Accessibility Plan is implemented and reported on regularly. The Accessibility Plan clearly set out lead responsibilities, resources and review mechanisms linked to success criteria.

4. Action Plan

To audit school resources to check a range of resources/materials are available for everyday use for pupils and staff.

If a child or adult with a specific disability, which has not already been catered for, comes to the school on a regular basis their needs will be addressed as a priority.

5. Linked Policies and Plans

This plan will contribute to the review and revision of related school policies/plans:

- School 3 year Development Plan
- School Single Plan for Raising Attainment
- SEND Policy
- Information Report (Local offer)
- Assessment Policy
- Child Protection Policy
- Anti-Radicalisation Policy
- Children with Medical Conditions Policy
- Attendance Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality Policy
- Sex and Relationships Policy

Accessibility Plan

The Plans

Section A: Improving access to the curriculum

As part of these activities, the school will continue to seek and follow the advice of the LA services, such as Inclusion Partners and Educational Psychologists, and of appropriate health professions from the local NHS Trusts.

Action	Strategies	Timescale	Responsibility	Success Criteria
Prior to admission, identify children who need additional provision.	At least one visit per child to settings providing pre-school provision. More than one visit for children identified as needing more help.	May-July annually	EYFS Class Teacher/SENDCo	Provision set in place ready for when the child(ren) start school.
To establish and maintain close liaison with parents.	Parent of children with a one plan/EHCP are invited to review the one plan/EHCP with the class teacher and/or SENDCo termly.	Termly	Class Teacher/SENDCo	Parents of children with special educational needs feel involved in supporting their child.
To establish and maintain close liaison with outside agencies for pupils with additional needs.	Time allowed for SENDCo and other staff to attend network opportunities. Time allowed for staff to attend relevant meetings for the pupils they are teaching.	Ongoing	SENDCo/Headteacher	All relevant staff have been able to attend relevant networking meetings for their role. Teaching staff are able to attend meetings such as EHCP/One Plans/S&L to enable them to better meet the needs of a pupil.
To include pupils with a disability, medical condition or other access needs as fully as possible in the	Early planning and risk assessments for regular trips to meet identified needs of cohorts who are in the school.	Ongoing	Class teacher/EVC/Headteacher	All pupils accessing and experiencing the opportunities available.

wider curriculum, including trips and residential visits.				
To include pupils with a disability, medical condition or other access needs as fully as possible in extra-curricular provision.	Early planning and risk assessments for regular trips to meet identified needs of cohorts who are in the school.	Ongoing	Class teacher/Headteacher	All pupils are accessing and experiencing the opportunities available.
To regularly review the curriculum and teaching plans to ensure children have equality of access.	Subject Leaders, class teachers and SENDCo work together to share good practice and adapt the curriculum where appropriate.	Termly on a curriculum review cycle	Class teacher/Subject Leader	Any review or adaptations meet the needs of the current cohort of children.
Ensure there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs.	Annual training cycle that includes SEND and specific training as identified.	Ongoing	SENDCo/CPD Co-ordinator	There has been access to learning opportunities for staff who are designing curriculum areas, where pupils at the school have an identified need. The learning from these opportunities is shared with colleagues to promote awareness for all relevant staff.
Ensure pupil needs can be met using IT equipment or other resources following identification when required.	Use referral to S&L, EP, OT, Paediatric service and their recommendations.	Ongoing	SENDCo/IT Technician	Children have timely access to relevant, supportive and cost effective equipment to meet their needs.

Section B: Improving access to the physical environment

Action	Strategies	Timescale	Responsibility	Success Criteria
All access points to the school are accessible.	If required use of temporary ramping.	Ongoing	Headteacher	All areas are accessible to all.
Regular review of needs for current pupils.	Reviews of one plans/EHCPs.	Termly (or when a new pupil is expected whose needs are not currently met)	Class Teacher/SENDCo	All current pupils are able to access areas required for learning.
Upgrades to fire alarms so that it is visual and auditory where it is anticipated that someone with impaired hearing may be in relative isolation with no other suitable method of alerting them.	Consideration when repair/maintenance of existing detector heads takes place and for them all to be both visual and auditory.	Annually	Headteacher	An anticipatory compliant alarm system to cater for any pupil (or visitor) to the school.
Personal evacuation plans completed for pupils who are identified as requiring one.	Liaise with parents/school nurses and other healthcare staff to identify needs and put in place appropriate evacuation arrangements.	As required	SENDCo	All pupils who require a behaviour management plan, have an up to date one which has been practised to ensure it can be implemented successfully.
Learning areas accessible for pupils.	Regular review of layout of classroom to ensure it meets the needs of the children using the space at the time including the computer room.		Class Teachers	Children are not excluded from learning opportunities because they cannot access around the classroom or equipment.

Section C: Improving access to written information

As part of these activities the school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Action	Strategies	Timescale	Responsibility	Success Criteria
Provision of written material to pupils to meet their needs.	Use of coloured paper/text size/visual timetables etc.	Ongoing	Class teacher	Pupils always have access to written material which meets their needs at the appropriate time
Review documentation on website/newsletter to check for accessibility for parents with English as an additional language/disability in order to support their child(ren's) learning.	Review of website.	Ongoing	Office Manager/IT Technician	Website and newsletter reviewed and updated as necessary to be accessible.