



Milton Mount Primary School Accessibility Policy

Issued by the Governors of Milton Mount Primary School



Effective from: Spring 2021

Signed by: Lesley King

Next review date: Autumn 2024

The School Accessibility Policy reflects the UN Convention on The Rights of the child (CRC) by supporting –

Article 23: Every child with a disability has the right to a full and decent life with dignity and independence.

Article 28: Every child has the right to an education.

This policy will be reviewed by the Governors as part of their cycle of policy review or in response to additional guidance from the Department for Education.

Purpose of the Plan

This plan shows how Milton Mount Primary School intends over the time specified to increase and develop the accessibility of our school for those within the school community. This includes pupils, parents/carers, staff and visitors.

Definition of disability

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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 structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

School's Aims and expectations

Milton Mount 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 school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Milton Mount Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipates 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 physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); 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 – it also covers 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 – this 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, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Milton Mount 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.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Positive Relationships & Behavior Policy
- Curriculum Policies

- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

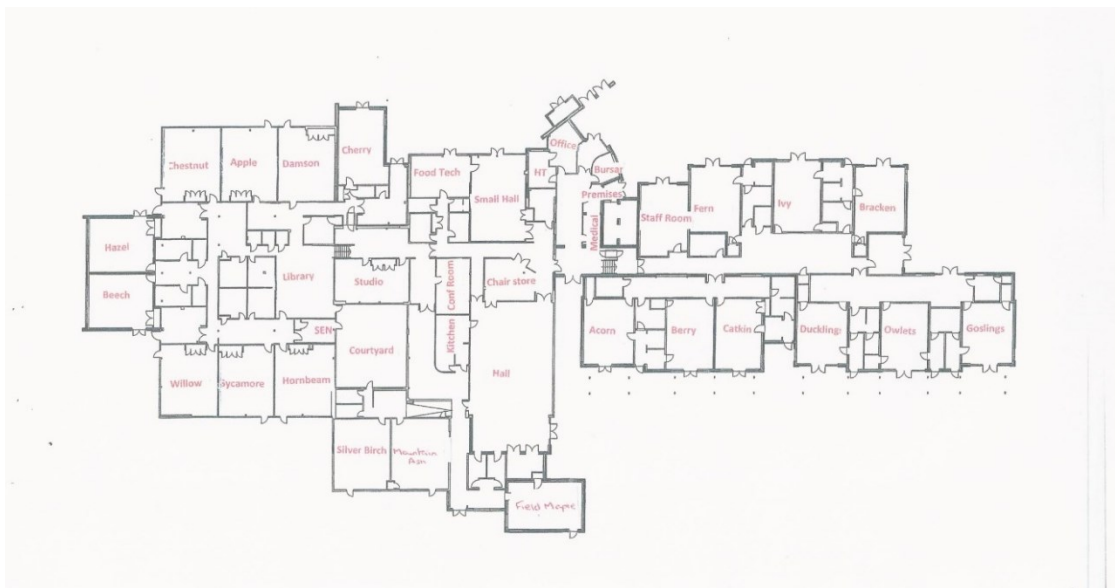
Date _____

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

The priorities for the Accessibility Plan for our school were identified by a planning group which consisted of:

- **The Governing Body**
- **Headship Team**
- **School Business Manager**
- **Site Manager**

A plan of the school buildings showing areas of accessibility is shown below:



Action plans for the delivery of the Accessibility Plan:

- A. Increasing the extent to which disabled pupils can participate in the school curriculum**

Priority	Action required	Success Criteria	Timescale	Lead	Review
Differentiation in teaching	Headship team and team leaders to monitor quality of differentiation and provision for SEND pupils	Necessary adaptations and differentiation can be seen in book scrutiny	On-going	Sencos and Headship team	<p>18.3.21- CPD series focusing on inclusive practice- book looks and learning walks weekly this term</p> <p>24.6.21 Learning walks and book looks evidence that provision and differentiation for pupils has increased in quality throughout this school year. This will continue to be a focus in the PPG projects of the deputy head teachers and SENDCOs</p> <p>23.2.23 Evidenced in external visits – GS challenge reviews and Governors Days Spring Term '23</p>
Interventions	Audit of current interventions the development of detailed provision maps for all year groups	All interventions will be detailed and provision maps accurate and up to date	On-going Reviewed end of each half term	Sencos and Headship Team	<p>18.3.21 interventions recorded on Edukey, updated termly and monitored.</p> <p>24.6.21 Use of LSAs in classrooms is now focused on supporting those children with additional needs through in-class provision and targeted interventions</p> <p>23.2.23 Edukey continues to be used and SENDCOs to review provision to monitor impact termly</p>
Classrooms are organised to promote the participation and independence of all pupils	Deputy Headteachers/ SENCo to carry out an audit of resources/learning environments to ensure lessons are planned to meet the needs of all pupils in the class.	Classrooms are DDA compliant children can locate own belongings and key learning tools themselves	Summer 2020	Sencos and team leaders	<p>18.3.21 CPD on inclusive classrooms delivered in Feb'21 and inclusive classroom checklists given to all teachers</p> <p>24.6.21 Visit from Richard Sutton in summer Term 2 confirmed that children of all abilities and needs are working and engaging with learning independently. All classrooms include learning resources to meet the needs of children with additional needs.</p> <p>23.2.23 Autism Schools</p>

					Project advisor conducts sensory classroom audits. Governor learning walk looking at inclusive classroom environments in Feb '23. GS challenge review in Nov '22
Make alterations to enable clearer viewing of screens and smart TVs	Make adjustments to ensure text is visible in appropriate size/ colour /contrast for children with visual impairments.	Children are aware how to adjust technology to meet their needs	Summer 2020	Class teachers/TAs/ LSAs/ children	24.6.21 Teachers are aware of text size, colour when creating screen presentations. No current pupils with specific visual impairment needs that require further adaptation. 23.2.23 As above
Improve access to the forest area for children with a physical disability.	Seek advice regarding the creation of a path for accessing the forest on very wet or muddy days include in long term budget	A path is crested across to forest area	Autumn 2020	Premises	18.3.21 Cost currently not viable. All current pupils are able to access the forest
Develop and ensure availability to large print books in the school library for children with visual impairment	In next purchase of library stock attempt to secure a small range of large print copies of popular fiction	A small selection of large print texts are included in our school library lending stock	Autumn 2020	Sencos and Headship team	18.3.21 Librarian able to request large print books from the library service for any children that require them To ensure access to a wider choice of reading material, access to eBooks and audiobooks will also be used according to the needs and preferences of the child. This could make use of the existing Bug Club provision for KS1 and/or the Libby app offered by the county library service. 23.2.23 As above – Google lense app also used

					to read texts to pupils via headphones
Ensure pupils with hearing impairments are able to access learning effectively using radio aids	Continue to monitor effectiveness of audio equipment and radio microphones used in classrooms and hall with support from Sensory needs service	Pupils with hearing impairment are well supported and accessing learning using radio aids	Half termly visits from Advisory Teacher for Hearing Impairment, Sensory Support Team	Sencos-Advisory Teacher for Hearing Impairment	18.3.21 Pupil with hearing impairment visited regularly by advisor. 23.2.23 As above

B. Improve and maintain access to the physical environment of the school

Priority	Action required	Success Criteria	Timescale	Lead	Review
Corridor	Maintain corridors as clear throughways	Access to all parts of the building is possible with no obstruction	On-going	All staff	24.6.21 Achieved
Wheelchair access to main school building using lift to KS1 and to KS2	Maintain access to lifts and ensure clear access to them throughout the day	Lifts are available for pupils, visitors, parents and staff who may require their use.	On-going	All staff	24.6.21 Achieved

C. Improving the delivery of written information to disabled pupils, staff and parents with disabilities

Priority	Action required	Success Criteria	Timescale	Lead	Review
The use of alternative methods of communication to support disabled pupils or other members of the school community	<ul style="list-style-type: none"> Ensure voice activation is enabled on computer programmes where it is available. Large print text can be created for individuals requiring it Braille versions of parent letters, newsletters and other key documents can be provided if needed 	Children with reading or sight difficulties can access resources as fully as possible	Spring 2020	Sencos	18.3.21 Communication aid from Chailey Heritage used for pupil with significant communication needs Bespoke Makaton training provided for staff in year group where child uses sign as primary method of communication 23.2.23 Makaton

					training Level 1-4 provided for all Y5 and Y6 teachers as well as LSAs working with pupils who communicate via makaton
Make alterations to enable clearer viewing of screens and smart TVs by all stakeholders	Make adjustments to ensure text is visible in appropriate size/ colour /contrast for those with visual impairments.	Children are aware how to adjust technology to meet their needs	Summer 2020	Team leaders	24.6.21 Teachers are aware of text size, colour when creating screen presentations. No current pupils with specific visual impairment needs that require further adaptation.
Increased access to website content for those with disabilities	Enable text only version of website to be displayed for those using screen reader software	Text only version of website can be accessed	Spring 2020		24.6.21 Text only browsing available in google chrome by visiting settings- privacy and security-site settings-images