



Milton Mount Primary School Accessibility Policy 2021-23

Issued by the Governors of Milton Mount Primary School



Effective from: Spring 2021

Signed by: Lesley King

Next review date: Autumn 2024

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:

- Behaviour Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning 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 25/03/2021

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 May 23</p> <p>See OFSTED report for comments regarding SEND provision for learners</p> <p>1.2.24 SENCO learning walks and book looks scheduled for Feb '24 to monitor provision</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> <p>1.2.24 SENCOs have implemented a new provision mapping format</p>
Classrooms are organised to promote	Deputy Headteachers/ SENCO to carry out	Classrooms are DDA compliant children can locate	Summer 2020	Sencos and team leaders	18.3.21 CPD on inclusive classrooms delivered in Feb'21 and inclusive

<p>the participation and independence of all pupils</p>	<p>an audit of resources/learning environments to ensure lessons are planned to meet the needs of all pupils in the class.</p>	<p>own belongings and key learning tools themselves</p>			<p>classroom checklists given to all teachers 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. 23.2.23 Autism Schools Project advisor conducts sensory classroom audits. Governor learning walk looking at inclusive classroom environments in Feb '23. GS challenge review in Nov '22 1.2.24 SENCO learning walks and book looks scheduled for Feb '24 to monitor provision</p>
<p>Make alterations to enable clearer viewing of screens and smart TVs</p>	<p>Make adjustments to ensure text is visible in appropriate size/colour /contrast for children with visual impairments.</p>	<p>Children are aware how to adjust technology to meet their needs</p>	<p>Summer 2021</p>	<p>Class teachers/TAs/ LSAs/ children</p>	<p>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</p>
<p>Improve access to the forest area for children with a</p>	<p>Seek advice regarding the creation of a path for accessing the forest on very wet or muddy days</p>	<p>A path is crested across to forest area</p>	<p>Autumn 2021</p>	<p>Premises</p>	<p>18.3.21 Cost currently not viable. All current pupils are able to access the forest</p>

physical disability.	include in long term budget				
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 2021	Sencos and Headship team	<p>18.3.21 Librarian able to request large print books from the library service for any children that require them</p> <p>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.</p> <p>23.2.23</p> <p>As above- Google lense app also used to read texts to pupils via headphones</p>
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	<p>18.3.21 Pupil with hearing impairment visited regularly by advisor.</p> <p>23.2.23</p> <p>As above</p> <p>1.2.24</p> <p>Currently no pupils with significant hearing impairments attending MM</p>

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	<p>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</p> <p>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</p>
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	<p>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.</p>

<p>Increased access to website content for those with disabilities</p>	<p>Enable text only version of website to be displayed for those using screen reader software</p>	<p>Text only version of website can be accessed</p>	<p>Spring 2020</p>		<p>24.6.21 Text only browsing available in google chrome by visiting settings- privacy and security-site settings-images</p>
--	---	---	--------------------	--	--