



Action Plans for the delivery of the Accessibility Plan
Issued by the Governors of Milton Mount Primary School



Effective from: Spring 2020

Signed by: Lesley King

Next review date: Spring 2021

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.

The School Action Plan for the delivery of the Accessibility Policy reflects the UN Convention on The Rights of the Child (CRC) by supporting these Articles:

UNCRC Article 28: All children have the right to an education.

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	EC and Team leaders	
Interventions	Audit of current interventions and 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	EC and Team leaders	
Classrooms are organised to promote the participation and independence of all pupils	Assistant headteacher/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	Spring 2017	EC and team leaders	
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	Spring 2017	Class teachers/TAs/LSAs children	

Develop and ensure availability of 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 for	Summer 2017	EC/PS	
Pupils with physical conditions are supported to access external services and 'one-off' special events	Class teachers in conjunction with headship team and discussions with parents prepare risk assessments for individual pupils as necessary	Pupils can access events e.g. yr 6 sleepover alongside peer	On- going	EC	
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	EC/KP Advisory Teacher for Hearing Impairment	

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

Priority	Action required	Success Criteria	Timescale	Lead	Review
Disabled parking	Seek advice and costs relating to creation of a designated disabled parking space	A disabled space is designated and marked as such	Autumn 2017	Premises manager	
Disabled Toilet signage	Ensure adequate signage for those with visual impairments	Signage directing users with visual impairments are clearly marked	Spring 2017	Premises manager	
Changing and Shower facilities	Ensure adequate signage for those with visual impairments is clear	Signage directing users with visual impairments are clearly marked	Spring 2017	Premises manager	

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 2017	EC	
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	Spring 2017	EC /Team leaders	