



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



Effective from: Spring 2021

Signed by: Lesley King

Next review date: Autumn 2023

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	Sencos and Headship team	18.3.21- CPD series focusing on inclusive practice- book looks and learning walks weekly this term
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	18.3.21 interventions recorded on Edukey, updated termly and monitored.
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	18.3.21 CPD on inclusive classrooms delivered in Feb'21 and inclusive classroom checklists given to all teachers
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	

<p>Improve access to the forest area for children with a physical disability.</p>	<p>Seek advice regarding the creation of a path for accessing the forest on very wet or muddy days include in long term budget</p>	<p>A path is crested across to forest area</p>	<p>Autumn 2020</p>	<p>Premises</p>	<p>18.3.21 Cost currently not viable. All current pupils are able to access the forest</p>
<p>Develop and ensure availability to large print books in the school library for children with visual impairment</p>	<p>In next purchase of library stock attempt to secure a small range of large print copies of popular fiction</p>	<p>A small selection of large print texts are included in our school library lending stock</p>	<p>Autumn 2020</p>	<p>Sencos and Headship team</p>	<p>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.</p>
<p>Ensure pupils with hearing impairment s are able to access learning effectively using radio aids</p>	<p>Continue to monitor effectiveness of audio equipment and radio microphones used in classrooms and hall with support from Sensory needs service</p>	<p>Pupils with hearing impairment are well supported and accessing learning using radio aids</p>	<p>Half termly visits from Advisory Teacher for Hearing Impairment, Sensory Support Team</p>	<p>Sencos- Advisory Teacher for Hearing Impairment</p>	<p>18.3.21 Pupil with hearing impairment visited regularly by advisor.</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	
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	

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</p> <p>Communication aid from Chailey Heritage used for pupil with significant communication needs</p> <p>Bespoke Makaton training provided for staff in year group where child uses sign as primary method of communication</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	
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		