

Millbrook Primary School



Accessibility Plan

Policy Creation & Review

Author(s)	SLT
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Ratified by Governing Body	
Previous Review Date(s)	July 2019, March 2021, Oct 22
Next Review Date	September 2025

Section 1: Vision statement Purpose of the Plan

The purpose of this plan is to show how Millbrook Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Millbrook 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.

Definition of Disability According to the Equality Act 2010.

A person has a disability if:

- a) He or she has a physical or neurological impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act. (DDA)

The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'. This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- c) Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. Documents and policies

The Accessibility Plan should be read in conjunction with all other school policies,

The Inclusion Policy

The SEN policy

Equality Policy and objectives

Millbrook Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school will:

- Recognise its duty under the Equalities Act 2010
- Ensure this is consistent with the school's aims and equal opportunities policy and the operation of the school's SEND policy
- Not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not treat disabled pupil less favourably
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- Publish the Accessibility plan

In performing their duties, governors and staff will have regard to the code of Practice. The school will:

- Recognise and value parents' knowledge of their child's disability and its effects on his/her ability to carry out activities
- Respect the parent's and child's right to confidentiality
- Provide all pupils with a broad and balance curriculum, endorsing the key principles in the National Curriculum 2000 framework, which underpins the development of a more inclusive curriculum
- Set suitable learning challenges
- Respond to pupils diverse learning needs
- Overcome potential barriers to learning and assessment for individual and groups of pupils

The majority of the school building and playground is accessible for wheelchair users and in one room the external access door is wide enough but there is a small step outside of the room onto the patio, although there is a separate access point. The school is single storey and there is one disabled toilet.

When children enter school with specific disabilities, the school contact the LA professionals for assessments, support and guidance for the school and parents.

We have a list of children who have asthma, and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Medical notes and healthcare plans are also on Arbor

Some children have allergies or food intolerances/cultural food choices. These are respected and adhered to.

All medical information is collated and available to staff, in the classroom medical areas and centrally on Arbor and, if appropriate on Medical Tracker

Most staff are first aid trained and EYFS staff hold paediatric certificates. A list of trained staff is available on the medical needs policy and in the first aid room.

All medication is kept in a central safe and secure place which has easy access for first Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

When a pupil's disability might prevent access to the curriculum, we seek to modify our approach to the curriculum or to alter our physical arrangements.

We have a list of Barriers to Learning and Solutions which covers most additional needs and enables teachers to make adjustments so that all children access the curriculum.

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Millbrook Primary School will address the priorities identified in the plan. The plan is valid for three years 2019-22. It is reviewed annually.

Targets	Strategies	Outcome	Timeframe	Progress	Achieved
EQUALITY AND INCLUSION					
To improve staff awareness of disability issues	Review staff training needs. Provide training as appropriate	Whole school community aware of issues	On-going	Staff training taken place for a number of areas of SEN and is ongoing	Will remain on-going as new staff come
To ensure that all policies consider the implications of disability access	Consider during review of policies	Policies reflect current legislation	On-going	Links to this plan in all relevant policies	All refer to this plan and staff made aware
PHYSICAL ENVIRONMENT					
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults	Audit of accessibility of school building and ground by Governors. Suggest actions and implement as budget allows (Appendix A)	Modification will be made to the school building to improve access	On-going	Audit of the building has taken place. It is currently accessible to the children we have on roll	Wish list made by SENCo, SEN governor and Caretaker. School is accessible to the children on roll regardless of SEN/D
CURRICULUM					
To continue to train staff to enable them to meet the needs of children with a range of SEND	SENCo to review the needs of children and provide training for staff as needed, liaising with other adults	Staff are able to enable all children to access the curriculum	On-going	This takes place each year e.g. training for teachers of child with Hearing Impairment. Training on specific learning needs,	Ongoing as needed

Targets	Strategies	Outcome	Timeframe	Progress	Achieved
				autism, mental health, Steps...	
Ensure the curriculum is fully accessible to pupils with any type of difficulty or disability	Consider the way in which information is presented to pupils and the way in which they can communicate their ideas	Children are able to use alternative communication systems and ways of recording. Speech to text, use of widget, use of pictures, cloze procedures... They may access the information differently – task planners, pictures etc.	On-going	Use of resources constantly reviewed – e/g ear defenders, writing slopes, ergonomic pens etc. There is a curriculum document ‘Barriers and Solutions’ which provides guidance for all staff to support inclusion for children with a range of additional needs.	Adjustments are always reflected upon and tweaked.
To ensure that all children are able to access all out-of-school activities e.g. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met	On-going	Arrangements take place for children with SEND. No child has missed a trip because of SEND.	This is still the case
To provide specialist equipment to promote participation in learning by all pupils	Assess the needs of the children in each class and provide equipment as needed e.g. special	Children will develop independent learning skills	Reviewed termly by SENCO	Reviews have taken place. Sensory Room in use, work stations	

Targets	Strategies	Outcome	Timeframe	Progress	Achieved
	pencil grips, headphones, writing slopes etc.			in place where needed and reasonable adjustments (fiddle toys, therabands, ear defenders chew toys etc. are in place)	
To meet the needs of individual during statutory end of KS2 tests	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed	Barriers to learning will be reduced or removed, enabling children to achieve their full potential	Annually	Access arrangements tailored to the needs of individuals in the class.	Applications for extra time, rest breaks etc. are made each year as needed.
WRITTEN/OTHER INFORMATION					
To ensure that all parents and other members of the school community can access information	Written information will be provided in alternative formats as necessary	Written information will be provided in alternative formats as necessary. We have a number of staff who speak different languages and they are able to help translate if needed.	As needed	Vital information for those who needed it communicated verbally rather than the expectation that they will access emails. Parents register of volunteers to translate. Website has the facility to	In place

Targets	Strategies	Outcome	Timeframe	Progress	Achieved
				present information in other languages.	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings	Staff to hold parents' evenings by phone or send home written information	Parents are informed of children's progress	Termly	This will be done at alternative time via phone call.	

Governor Accessibility Check – March 2021 Reviewed October 2022

Area	Points Noted	Actions	Timeframe	Progress	Achieved
Driveway/Car Park	Disabled Bay needs painting	To be painted so that it is clearly sign posted	Sept 2021	Added to Asset management Plan Sept	
Entrance	Accessible for wheelchair users	None	N/A	N/A	Yes
HT office/Dining Room/Hallway	All accessible to wheelchair users.	May need help with the doors which can be heavy.	N/A	N/A	Yes
Hall	Exit to outside of hall has no ramp –	See below			
Disabled Toilet	In place and clear from clutter	N/A	N/A	N/A	Yes Achieved pre audit
Staffroom	Only one point of access this is fine.	N/A	N/A	N/A	N/A
Year 2, 3,4,5,6 classrooms	<p>Year 2: Ramp to playground</p> <p>Year 3: Access through door to playground opposite library</p> <p>Year 4: Access to the playground – through</p>	The way the building is designed means that no external ramp is not a perfect scenario, but there is no alternative (other than knocking down external walls) than to use these exits.	N/A	N/A	N/A

	<p>year 5 classrooms are adjoined.</p> <p>5 Ramp to the playground</p> <p>6 Access through door at the end of the corridor</p>				
Year 1 classroom	No ramp to outside. Wheelchair access through the hall to main building.	See Below – portable ramps to be sourced	June 2021 for costings		
EY classrooms	No ramp to outside. Wheelchair access through the hall to main building.	See Below- portable ramps to be sourced	June 2021 for costings		
Year 1 playground	Cracked tarmac – no wheelchair accessible entrance to playground	See Below - portable ramps to be sourced	June 2021 for costings		
Reception playground	No wheelchair access	See Below - portable ramps to be sourced	June 2021 for costings		
Years 2-6 playgrounds	<p>Accessible via ramps see above</p> <p>Playground on one level - easy access to grass and exits from the playground.</p>				

Millbrook School is on one level and all internal areas are wheelchair accessible, including a disabled toilet. Some of the areas do not have direct access to the outside. The Headteacher, SENCo and caretaker are looking into feasible ways to improve this. Millbrook currently does not have any staff or children who are wheelchair users, but we appreciate the need to be prepared for this and are taking active steps to improve this situation.

The caretaker will look into costing portable ramps that can be multi use so that they can be deployed to the doors where they are needed.