



Milby Primary School

Accessibility plan

2022-2024

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1. Statement of intent

This plan outlines how Milby Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- increase the extent to which pupils with disabilities can participate in the curriculum;
- improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities;
- provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers; and
- undertake reasonable adjustments to enable staff to access the workplace.

2. Equalities statement

We have carefully considered and analysed the impact of this plan on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

At Milby Primary School, our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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 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 ability to carry out normal day-to-day activities.

3. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) ‘The Equality Act 2010 and schools’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’

This plan operates in conjunction with the following school policies, strategies and documents:

- Special Educational Needs and Disabilities (SEND) policy
- Relational behaviour policy
- Administering medication policy
- Health and safety policy
- School improvement plan

4. Roles and responsibilities

The governing board will be responsible for:

- ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan;
- approving this plan before it is implemented; and
- monitoring this plan.

The headteacher will be responsible for:

- ensuring that staff members are aware of pupils’ disabilities and medical conditions;

- establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of;
- consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise; and
- working closely with the governing board, local authority and external agencies to effectively create and implement the school's accessibility plan.

The SENDCO will be responsible for:

- working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported; and
- ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- acting in accordance with this plan at all times;
- supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice; and
- ensuring that their actions do not discriminate against any pupil as a result of their disability.

5. Accessibility action plan

The accessibility action plan will cover the following three areas:

- **Access to the curriculum** – increasing the extent to which disabled pupils can participate in the school's curriculum.
- **Access to the physical environment** – improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- **Access to information** – improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled, and improving the delivery of information to parents and carers.

The plan will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid.
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- **Visual disabilities** – this includes those with visual impairments and sensitivities.
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities.
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia.

An audit was carried out by the headteacher, deputy headteacher, SENDCo and school business manager. The recommendations are outlined on the following plans, showing how the school will address the priorities identified.

Milby Primary School accessibility plan (2022 – 2024)

Aim	Current accessibility/Objectives	Actions/next steps	Responsibility
Target 1: Increase access to the curriculum			
Ensure staff are appropriately trained and supported to meet the needs of all pupils	Staff training needs reviewed termly. Whole school, group or individual training is organised as part of our planned programme for staff training and professional development. This includes: epi-pen/ anaphylaxis, seizures and epilepsy, hearing impairment, speech and language support, occupational therapy, special educational needs, mental health and wellbeing. Subscribe to and access Specialist Teaching Service (STS).	Embed provision to support pupils with mental health and wellbeing through whole school Thrive training and access to pastoral support. Provide whole school and targeted training as needed. Ensure staff access the advice and training opportunities offered by outside agencies that the school works alongside.	Headteacher and SENDCo – <i>ongoing</i>
Increase the extent to which disabled pupils can participate in the school's curriculum (including wider curriculum)	Teachers and teaching assistants are supported to meet the needs of disabled children with regards to accessing the curriculum. ICT equipment and other resources as required are in place to ensure curriculum access for pupils with a disability. Where reasonable adjustments can be made, after-school enrichment activities are planned to ensure the participation of all pupils.	Ensure staff implement the advice and training opportunities offered by outside agencies that the school works alongside. Ensure appropriate ICT equipment and other resources are being used effectively by pupils and staff to support teaching and learning. Monitor participation and engagement of all pupils in extra curricular provision, ensuring access for all.	SENDCo and all teaching staff – <i>ongoing</i>
Ensure all pupils feel included during playtimes	Dedicated adult support (sports instructor) is provided to promote inclusion for sports and games at lunchtime. Additional support is provided for individual pupils as required School council contribute to developing break provision.	Promote friendship benches on the playgrounds to encourage all children to be involved. Provide books and table-top games to be used outdoors as a quieter area.	Assistant headteacher – <i>ongoing</i>

Raise awareness of disability including 'hidden' disability	Materials and resources are checked and reviewed to ensure they promote positive attitudes and challenge stereotypes. The school has adopted the Jigsaw scheme for PSHE throughout the school, and the Warwickshire Agreed Syllabus for RE. The school's assembly programme (Simply Collective Worship) provides a range of information around the theme of disability and inclusion.	Provide staff training and raise pupils' awareness of Young Carers. Review whole school and class assembly themes to include a wider range of positive models of disability and inclusion. Increase the range of positive role models and images around school and within the curriculum.	Deputy headteacher – <i>ongoing</i>
Create effective environments for learning	Classrooms and resources across the school are organised in accordance with pupils' needs. Pupils with disabilities are awarded examination access arrangements as identified by class teachers and SENDCo.	Reinforce responsibilities of all teaching staff as outlined in the National Curriculum Inclusion Statement. Signpost teaching and support staff to the SEND Strategy Bank for 'reasonable adjustments.' Ongoing programme of staff training in disability awareness to reflect diverse needs of pupils within the school and anticipatory duties.	SENDCo – <i>ongoing</i>
Target 2: Improve access to the physical environment			
Ensure clear access to site and parking	Car park gates are monitored at the beginning and end of the day by the site caretaker. For health and safety, access to the car park is restricted to authorised users including parents/carers who have been issued with a badge for their vehicle. Assistance is available to users on arrival. There is currently one disabled parking bay located at the closest point to the main reception.	Monitor badges issued and use of disabled space and drop off parking bays. Ensure any snow is cleared from around the accessible parking bays during bad weather.	Site caretaker - <i>ongoing</i>

Ensure clear access via paths and outdoor areas	There are ramps located near to any area that has steps, e.g. onto the playground. Paths are accessible around the school. Some paths are narrow for the number of site users at the beginning and end of the school day.	Senior leaders on gate duty to provide support and assistance as required. Handrail to be installed on newly built KS1 ramp.	Senior leaders - <i>ongoing</i>
Ensure clear access via entrances and exits	The main school entrance has automatic external doors that are sensor operated. The internal doors are controlled by a door release system; the door is heavy and can be difficult for some users to operate independently. The porch entrance provides space for pushchairs etc whilst visitors are on site. Door release systems are at adult height to prevent children leaving or opening the front door for visitors who are arriving (this can be activated by the office staff).	Office staff to provide assistance for any site users, as required. Publicise available assistance/provision through signage in the foyer and also on the school website.	Office staff – <i>ongoing</i>
Ensure clear access to reception area	The reception foyer has adequate space for a number of visitors/users at the same time. Seating includes space for wheelchair users. The reception hatch and signing in system are accessible to young children as well as adults.	Provide a clipboard or writing surface for users unable to access the counter. Ensure no deliveries are left in the reception area where they could cause a hazard	Office staff – <i>ongoing</i>
Ensure clear access along corridors and in shared areas	Corridors are generally spacious and kept clear and tidy. Some cloakroom areas can become untidy with coats and bags on the floor, presenting a hazard. There are several sets of doors to navigate as users move around the school.	All classes to have cloakroom monitors and make checks after a break session. Add directional signs around the school to aid travel.	All teachers - <i>ongoing</i>

	Accessible seats and/or reserved seating is provided at school events for visitors.		
Ensure clear access to classrooms	Due to pupil numbers, classes can be cramped and difficult to navigate. There is a range of furniture at different heights available, according to individual needs. Staff are provided with a desk/working area and fully adjustable chair. Some surfaces such as whiteboards would be difficult to access with limited mobility (e.g. wheelchair user). Exits and evacuation routes are monitored to ensure they are kept clear. Evacuation procedures include personal plans where appropriate; staff receive training and updates.	Classroom provision is reviewed according to changing pupils' needs and adapted accordingly (e.g. acoustic soundproofing, adaptive furniture). Review personal evacuation plans for suitability.	SENDCo and school business manager – <i>ongoing</i>
Toilets and facilities	There are accessible toilets located near the west entrance for male and female visitors. There is an assisted toilet installed in KS2 (this could be moved or relocated if required). There is provision for nappy changing and breast feeding.	Ensure all accessible facilities are clearly signposted.	School business manager – <i>ongoing</i>
Target 3: Improve access to communication			
Develop and increase the use of non-verbal communication	Staff have access to Communication in Print software to make resources as required. Visual timetables are used as needed to support pupils and within classrooms as part of general provision.	Increase number of teachers and support staff trained to use Makaton.	SENDCo – <i>ongoing</i>

strategies and materials	Non-verbal cues and visual prompts are used for individuals and within general classroom practice. Makaton is used as required as part of speech and language support or to supplement communication strategies.	Use existing expertise/currently trained staff to share and disseminate good practice, e.g. classroom communicators. Adapt and renew signage around classrooms and the wider school to include visual images as well as written labels.	
Improve the delivery of information to disabled pupils	Clear provision mapping of interventions to be established and utilised by all staff. Start and end point data to demonstrate evidence of pupil progress.	Provision mapping to be used across all year groups. SENDCo to monitor interventions and their success and impact on progress.	SENDCo – <i>ongoing</i>
Improve the delivery of information to parents and carers	The school will provide information in different formats considering the needs of all adults. Provide information in simple language, symbols, large print or in Braille for the families of pupils and prospective pupils who may have difficulty with printed information. Adults in school will be aware of and use good communication systems.	Review documentation on website to check accessibility for parents. Work in partnership with parents, carers, pupils and outside agencies to find ways to increase awareness of disability issues within the school community.	Office staff - <i>ongoing</i>
Additional information			
Provide a thread of disability awareness throughout policies and practice	Ensure all policies consider the implications of disability access.	Analyse impact of relational behaviour policy, school rules, anti-bullying policy, educational visits policy and health provision in relation to pupils with disabilities. Involve school council representatives in reviews. Consult pupils and staff on any proposed changes.	Headteacher – <i>ongoing</i>

6. Monitoring and review

This accessibility plan will be published on the school website and monitored through the governing body. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and updated as necessary and reported on annually. The plan is valid for three years from 2022 – 2024.