

Accessibility Plan

School Name: Milton Parochial Primary School

Role	Designated Person
Headteacher	Mrs R Osborne
Designated Lead	Mrs R Osborne
Date written and approved by governors	October 2022
Date to be reviewed	October 2025

Contents

		Page
1.	Aims	2
2.	Legislation and guidance	2
3.	Monitoring arrangements	2
4.	Action Plan	3, 4 and 5

1. Aims

Milton Parochial Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school is required under the *Equality Act 2010* to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

(See below for action plan)

This plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the *Equality Act 2010*, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan. This includes pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the *Equality Act 2010* and the Department for Education (DfE) *Guidance for schools on the Equality Act 2010*.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the *Special Educational Needs and Disability (SEND) Code of Practice, 0 to 25 years (2014)* 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the *Equality Act 2010*, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Special educational needs (SEN) policy
- Supporting pupils with medical conditions policy.

3. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by *parents, staff and governors of the school* and approved by the governing body.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. Increase access to the curriculum for pupils with a disability

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
<ul style="list-style-type: none">• <i>Focus on inclusive high quality teaching and tailor resources to support access to the curriculum.</i>• <i>Curriculum resources to include examples of people with disabilities.</i>• <i>Disability awareness training for staff and governors</i>• <i>Access to extra curricular activities.</i>	<p>Learning walks to include focus on SEND pupils.</p> <p>Book look monitoring</p> <p>Source training for staff and governors</p> <p>Monitor pupil attendance at extra-curricular clubs, holiday provision and inter-school competitions</p>	<p>SENDCo</p> <p>SENDCo</p> <p>EHT</p> <p>PE leader</p>	<p>Summer 2023</p> <p>Summer 2023</p> <p>Autumn 2022</p> <p>Summer 2023</p>	<p>School curriculum is fully inclusive for all pupils.</p> <p>School resources reflect all people in society including those with disabilities.</p> <p>Staff and governors complete disability awareness training at least every 3 years.</p> <p>All pupils have the opportunity to participate in extra curricular activities.</p>

2. Improve and maintain access to the physical environment

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
<p><i>Making environmental adaptations to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps/alternative routes</i> • <i>Handrails on step areas</i> • <i>Disabled parking bays</i> • <i>Access to specific area of the building</i> • <i>Access to outdoor areas</i> • <i>Emergency exits and evacuation procedures from Stanwick classroom</i> 	<p>Install handrails for steps at front of school building.</p> <p>Ensure fire plan has disabled escape routes for Stanwick class if required</p>	<p>Estates/J Brown</p> <p>Estates</p>	<p>Summer 2023</p> <p>Summer 2023</p>	<p>Environment is adapted to the needs of all pupils taking into account their safety and well-being.</p> <p>All areas of school accessible to pupils, staff and parents.</p>

3. Improve the delivery of information to pupils (and other stakeholders) with a disability

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
<p><i>Developing the use of a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> 	<p>Review internal signage within the building and provide symbolic alternatives.</p> <p>Ensure availability of large print and/or Braille alternatives available for all communications for those who require it.</p> <p>Research installing an induction loop system in reception area.</p>	<p>SENDCo</p> <p>Admin team</p> <p>Estates</p>	<p>Summer 2023</p> <p>Summer 2023</p> <p>Summer 2023</p>	<p>A range of communication options are readily available and visible within the school setting to meet the needs of pupils, staff, parents and the wider community.</p>

