

MILBORNE ST ANDREW FIRST SCHOOL

Accessibility Plan

October 2016 to October 2019

Reviewed 2016

Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if 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 is the Accessibility Plan for Milborne St Andrew First School.

1. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability* policy and related *SEN information report*;
- policy for *Supporting pupils at school with medical conditions*; and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Policy relating to Behaviour
- School Development Plan
- Governors Responsibilities and Disability

1.

1. Our vision and aims

Milborne St Andrew First School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

2. Current good practice

Identification

Milborne St Andrew First School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary. We have early transition meetings with Preschool and preschool parents. As children move through the school system to Middle schools we share information with the relevant staff to ensure that children's needs can be met.

Curriculum

Milborne St Andrew First School has improved access to the curriculum for disabled pupils through the following means:

- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- organising classrooms so that they promote the participation and independence of all pupils;
- children actively seated appropriately to manage their needs more effectively eg hearing and vision needs;
- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- children can easily access IT to support and develop their learning;
- regular staff training and specific training when needed to support individuals e.g. offering a Continued Professional Development (CPD) programme to ensure that staff are trained in manual handling and are knowledgeable of the impact of epilepsy on learning;
- curriculum teaches understanding and tolerance of others, emotional literacy and resilience in themselves;
- quiet areas around the school for small group and 1:1 work;
- children can easily access IT to support and develop their learning;
- stimulating reading environments;
- out of school activities cater for a diverse range of needs.

Physical Environment

Milborne St Andrew First School has already improved the physical environment of the school to increase access for disabled pupils and others by:

- disabled toilet with emergency bell with sink at appropriate height;
- sloping curbs and lit paths accessible for wheelchair access and give access to playground;
- double door main entrance;
- two disabled parking spaces;
- doors within the school accessible by wheelchair;
- Library and IT accessible height with clear labelling;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- accessible bell in reception- at an appropriate height for a wheelchair user;
- use of voluntary one way system encouraged in residential area close to school;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered.

Information

Milborne St Andrew First School already makes written information more accessible to disabled pupils through:

- Use tinted acetates for those who need them
- Buy into SENSS
- Meet with parents to get background information and understanding the best way to communicate with them
- Information on school website
- SH tests Reading Age October and May. Teachers test Spelling at similar time
- modifying written information so that this is available in large print for pupils with a visual impairment;
- using social stories and picture symbols to explain school rules for pupils who benefit from this.]

3. Implementation

Our Accessibility Plan shows how access to Milborne St Andrew First School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority (or site surveyor) and in liaison with pupils, parents, staff and governors of the school. It will advise other school planning documents.

Milborne St Andrew First School will work in partnership with the Local Authority and the Greenwood Tree Academy Trust in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Milborne St Andrew First School's Accessibility Plan will be implemented by Sharon Hunt (Headteacher) and Jane Pope (Chair of Governors). Sufficient resources will be allocated by Milborne St Andrew First School to implement this Accessibility Plan.

4. Monitoring

The Milborne St Andrew First School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Local Governing Body.

The governing body, or proprietor will monitor Milborne St Andrew First Schools activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Milborne St Andrew First School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The GTAT complaints procedure covers the Accessibility Plan.

Approved _____

DATE _____

Review date _____

Milborne St Andrew First_School: ACCESSIBILITY PLAN - October 2016 to October 2019 : Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
A CPD programme needs to be developed to ensure that all staff have an awareness of epilepsy, the impact of this condition on health, learning and emotional well-being and the strategies that can be used to support such pupils.	<ul style="list-style-type: none"> Whole school staff (including support staff) awareness training provided by local specialist nurse Training on manual handling and epilepsy undertaken by all staff and updated regularly. Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals, e.g. the educational psychologist Pupils with epilepsy will be provided with an Individual Healthcare Plan in line with Supporting pupils at school with medical conditions. 	<p>Headteacher</p> <p>All staff, including support staff</p> <p>SENCO</p> <p>Headteacher and responsible Governor</p>	<p>By Dec 2016</p> <p>Ongoing</p> <p>Termly</p> <p>By</p>	<ul style="list-style-type: none"> Pupils and their families feel supported and their needs understood; Pupils with epilepsy have increased access to an appropriate curriculum, differentiated as necessary and according to their individual needs; Pupils with epilepsy continue to achieve in line with their ability; Teachers and support staff are confident in meeting the needs of pupils with epilepsy and know how to support them, including in an emergency.
All out of school activities need to be planned in advance to ensure that all pupils with a disability are able to take part.	<ul style="list-style-type: none"> Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET training Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory needs can be 	<p>Headteacher and responsible governor</p> <p>Senior Leadership Team</p> <p>Individual class</p>	<p>Annually</p> <p>Annually</p> <p>Annually</p>	<ul style="list-style-type: none"> No out of school activities are planned without consideration of how pupils with a disability will be included; All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements; Pupils with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting events Pupils and their families feel included in out of school activities.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
	<p>catered for, etc.</p> <ul style="list-style-type: none"> Consider any reasonable adjustments required to enable pupils with a disability to take part in the out of school activities, including travel requirements. 	teachers and SENCO		
To ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them Eg Equality Act	<ul style="list-style-type: none"> Staff training requirements identified (Performance Management) Guest speakers, INSET) 	Headteacher	Annually	<ul style="list-style-type: none"> All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum; ensuring IEPs and provision map detail appropriate provision Increased access to an appropriate curriculum and learning for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	<ul style="list-style-type: none"> Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases 		Termly	<ul style="list-style-type: none"> Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Pupils are able to access resources
Training for Governors in terms of Raising Awareness of Disability Issues	<ul style="list-style-type: none"> Provide training for governors according to skills audit 		Update annually especially new governors (Nov. LGB Meeting)	<ul style="list-style-type: none"> Whole school community aware of issues relating to Access
To deploy Teaching Assistants effectively to support pupils' participation	<ul style="list-style-type: none"> Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs 		Annually	<ul style="list-style-type: none"> Pupils needs are appropriately met through effective deployment of skilled support staff; develop whole school provision map All pupils are supported to achieve their full potential

MILBORNE ST ANDREW SCHOOL: ACCESSIBILITY PLAN - October 2016 to October 2019: Improving the physical environment

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?
The outside areas of the school that require improvement	<ul style="list-style-type: none"> Access to pedestrian areas should be reviewed for any potential hazards; Identify appropriate storage for equipment and ensure that items are not left indiscriminately 	Headteacher & Site Manager	Termly)		<ul style="list-style-type: none"> The areas outside of the school building are safe and welcoming and the physical environment is improved by removing any hazards;
<p>The internal areas of the school require improvement to ensure that pupils with physical difficulties can access the school environment. Specifically, the:</p> <ul style="list-style-type: none"> Entrance area-ensure accessibility during morning period Corridors Accessible toilet 	<ul style="list-style-type: none"> .Review morning access of the school environment for parents and visitors to ensure access to front entrance for disabled visitors Remove trip hazards around corridors Identify appropriate storage for equipment and ensure that items are not left indiscriminately. Toilet area may need to be extended in the future for use of wheel chair pupils.?? 	Headteacher Headteacher, Site Manager, staff	<p>By Dec 2016</p> <p>By Dec 2016</p> <p>Regular checks</p>		<ul style="list-style-type: none"> The entrance to the school is welcoming and safe to all; Pupils with disabilities and their families are easily and quickly able to access the school building. Pupils can safely access the toilet independently or with assistance if necessary, aiding better life outcomes.
Ramp needed to entry doors and ramp also need on door to playground from main building Ramp needed to access stage and Wendy house	<ul style="list-style-type: none"> Ramps needed on external door saddles 	Headteacher	Spring 2016		

MILBORNE ST ANDREW FIRST SCHOOL ACCESSIBILITY PLAN October 2016 to October 2019 : Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
The awareness of adults working at and for the school needs to be raised, regarding the importance of using a range of communication systems according to individual need	<ul style="list-style-type: none"> • Whole school awareness training regarding methods of communication to aid learning/understanding for pupils with different needs-functional use of language, Signalong and managing SALT plans; • Specific training for those developing written information for the school and class teachers supporting pupils with specific needs. • On-going Performance Management arrangements 	<p>Headteacher</p> <p>Senior Leadership Team</p> <p>Headteacher</p>	<p>By (date)</p> <p>By (date)</p> <p>Annually</p>	<ul style="list-style-type: none"> • Staff are aware of the different ways in which pupils take on and learn new information; • Thought is given to all future communication with disabled pupils in mind; • The school is more effective in meeting the needs of pupils with a disability; • Pupils with a disability and their parents feel welcome and confident that their needs are being met.
Availability of written material in alternative formats	<ul style="list-style-type: none"> • School provide information as a hard copy or as e-version as requested by parents • Thought is given to all future communication with disabled pupils in mind; 	<p>School Secretary</p> <p>All Staff</p>	<p>Ongoing</p> <p>By</p>	<ul style="list-style-type: none"> • The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours • Delivery of information to disabled pupils and parents improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	School Secretary	Ongoing	<ul style="list-style-type: none"> • All school information available for all through hard copy and website • Delivery of school information to parents and the local community improved

