



Milldown CE Academy

**Inspire, Believe, Achieve**

## **Accessibility policy and plan**

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. The Milldown Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. Below is our Action Plan, relating to these key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis.
5. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

Curriculum  
Equal Opportunities and Diversity  
Staff Development  
Health & Safety (including off-site safety)  
Inclusion  
Special Needs  
Behaviour Management  
School Improvement Plan  
Asset Management Plan  
School Brochure and Mission Statement  
Teaching and Learning File

7. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

9. The School Brochure will make reference to this Accessibility Plan.

10. The School's complaints procedure covers the Accessibility Plan.

11. Our Accessibility Plan will be published on the website

12. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

13. The school will work in partnership with the local education authority and Diocesan Authority in developing and implementing this plan and will adopt in principle the "Dorset Accessibility Strategy, Access to Learning".

14. The Plan will be monitored by Ofsted as part of their inspection cycle.

The school meets the requirements of the Disability Equality Scheme.

**MILLDOWN PRIMARY SCHOOL ACCESSIBILITY PLAN REVIEWED November 2020****a) IMPROVING THE CURRICULUM ACCESS**

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>TIMEFRAME</b>	<b>ACHIEVEMENT</b>
Ensure appropriate training for staff who teach children with a hearing impairment or visual impairment	Liaise with Hearing and Visual Impaired Service	All staff have a clear understanding of the needs of hearing impaired children and how to ensure the curriculum and environment is fully accessible to them.	Ongoing involvement as appropriate	
Training for staff in the identification of and teaching children with ASD, Attachment Disorder and other specific learning difficulties.	Relevant staff attends appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Ongoing	- Year 4 teacher attended Early birds course Autumn 2020. - 1:1 TA's training 'independent working tray systems' Sept 2020
All extra curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	On going	
Classrooms are optimally organised to promote the participation and independence of all pupil	Review layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables across the school.	Children have ready access to a range of resources to support and scaffold their learning.	Ongoing	
Training for Awareness Raising of Equality Issues.	Provide training for governors, staff, pupils and parents as needed Discuss perception of	Whole school community aware of issues relating to Access.	Ongoing	

	issues with staff to determine the current status of school. See also Equality assessment.			
--	--	--	--	--

All children on SEND register have an IEP.	IEP's reviewed and shared with parents termly.	IEPs form a key part of the planning process for all pupils specifically in preparing for intervention support.	Ongoing	
Review TA deployment as needed to enable pupils to be appropriately supported.	Ongoing review depending upon need of children in school.	Adult support is available during times that individual children may need support.	Regularly reviewed.	

#### **b) IMPROVING THE DELIVERY OF WRITTEN INFORMATION**

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>TIMEFRAME</b>	<b>ACHIEVEMENT</b>
Availability of written material in alternative formats.	If required, written format will be adjusted to suit the needs of the child.	The school will be able to provide written information in different formats when required for individual purposes.	When required	
Survey parents/carers on quality of communication.	Part of annual parents' questionnaire and included in Parent Focus Group termly meetings.	School is more aware of the opinions of parents and acts on this.	Annual questionnaire Termly PFG meetings	

**c) PHYSICAL ACCESS**

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>TIMEFRAME</b>	<b>ACHIEVEMENT</b>
Pupils physical needs are met allowing all pupils access to the whole school environment.	School will adhere to recommendations from professionals and adjust and make adaptations to the environment where necessary.	All children access whole school environment, this includes, classrooms, toilets, outside learning areas and playground.	Daily	