



Milton Ernest
C of E Primary

Accessibility Plan 2018-2020

Introduction

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be required in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improve the availability of accessible information for disabled pupils

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, showing how the school will address priorities identified in the plan.

At Milton ErnestCofE Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which are:

- To provide a safe, welcoming, friendly and caring school where individuals are valued for their own unique contribution and personality.
- To offer a curriculum that is relevant, broad and well balanced in line with current statutory requirements.
- To provide a stimulating, creative environment, in which children are encouraged to learn, develop skills and achieve their potential.
- To encourage an effective partnership between home and school where needs are assessed and ways found to meet these successfully within the school framework.
- To promote skills of self-confidence, self-discipline, self-motivation and self-awareness.
- To foster social skills, such as positive attitudes and considerate behaviour towards others.
- To develop mutual respect for adults and children alike, where all feel able to speak openly and honestly about feelings and concerns.
- To develop aesthetic awareness, a delight and appreciation of the natural world and a concern for its safe keeping and conservation.
- To value and continue to strengthen links with local church so that all children may experience Christian worship and belief through services, assemblies and also through people prepared to share their faith with the children.
- To foster links with the local community, so that the school is seen as an integral part of village life.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the SEND Policy and School Offer. It has been informed by analysis of pupil & staff data and additional information gathered.

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Milton ErnestC of E Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Inclusion

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the availability of accessible information for disabled pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	Full review of SEND policy and School Offer Development of LSAs to deliver intervention activities	Track progress of SEND pupils, leading to gaps closing Increase range of intervention programmes available for SEND learners and training for staff to deliver	ELKAN Speech & Language training, disseminate to support staff	HT, SENDCo, Teachers	Autumn 2019 Autumn/Spring 2019

Improve and maintain access to the physical environment	Ramps into each building	To ensure all learning spaces are 'communication friendly'	Develop redecoration programme, to take into account appropriate colour schemes & develop 'communication friendly spaces'	HT	Autumn 2019
		To become 'autistic friendly' school	Staff training for ASD, development of classrooms to reflect ASD best practice	SENDCo	Summer 2019
		Clear identification of manhole covers/other potential hazards in playground	Yellow paint around key hazards/steps	Caretaker	Autumn 2019
		Develop independent access around school for all learners	Research Automatic doors to be put in place?	HT	Autumn 2019
		Time Out space for children who require reduced stimulation	Locate space in school to develop 'sensory area'	HT, GB	Summer 2019
Improve the delivery of written information to pupils	Increased provision of ICT (laptops, LearnPads) Capability to enlarge/modify text where necessary	To develop touch typing skills	Purchase touch typing software and implement	SENDCo	Autumn 2019

Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 storey environment However, the new year 5/6 class is a single storey building with disabled toilet	To use new build if pupils are unable to access other part of the school	HT	Sept 2018
Corridor access	Corridors are well lit. Doors are heavy – fire doors.	Review all doors and ensure finger guards in place	Caretaker	Summer 2019
Parking bays	No disabled parking bay in place; School uses the village hall as a car park. There is a layby next to the school but a space cannot be guaranteed. Should a member of staff require such access, this would be difficult to do.	None		
Entrances	Both entrances to main building are inaccessible by wheelchair. There is no signage to support visually impaired. There is access to year 5/6 classroom.	Look into braille Signs for main & pedestrian entrance	Headteacher and business manager	Autumn 2019
Ramps	See above			
Toilets	1x disabled toilet in Year 5 and 6 building,	Use Year 5 and 6 toilet	HT	Sept 2018
Reception area	Step into building is not wheelchair accessible. There is also another step into main part of the building.	Develop proposals for a ramp	HT	Sept 2019

Internal signage	Not supportive for visually impaired	See above		
Emergency escape routes	Main corridor through school building have two exits. There is only one flight of stairs for the 2 storey building	Storage needs full scale review – exit via roof	2-tier working party	Sept 2018