



Millbrook Junior School

Accessibility Plan

Date January 2022

Draft sent to Governors :	January 2022
Discussed/Agreed date :	13 th January 2022
At Full Governors/Committee :	Full Governors

Signed:

A handwritten signature in black ink that reads "Paul Davies". The signature is written in a cursive, flowing style.

Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

Our school's accessibility plans are aimed at:

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

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Notes

The definition of disability under the law is a wide one. A disabled person is someone who has a Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes:

- Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence.
- ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus.
- Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV
- Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

It is likely that every school has disabled pupils, staff members and service users.

Vision and values

Our School fully supports the vision:

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our school endorses the Inclusion definition that says:

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

Our Access Plan: Audit and plan-

Section 3: The action plan Self-Audit – Accessibility

Curriculum:	Yes	Some	No
The appropriate use of ICT will be used to support pupils with disabilities and provide alternative formats for presenting information.	*		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support	*		
Are your classrooms optimally organised for disabled pupils?	*		
Do lessons provide opportunities for all pupils to achieve?	*		
Do lessons involve work to be done by individuals, pairs, groups and	*		
Are all pupils encouraged to take part in music, drama and physical activities	*		
Do staff recognise and allow for the mental effort expended by some	*		
Do staff recognise and allow for the additional time required by some	*		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	*		
Do you provide access to computer technology appropriate for pupils	*		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	*		
Are there high expectations of all pupils?	*		
Do staff seek to remove all barriers to learning and participation?	*		
Physical surroundings:			
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?	*		
Do you have a designated disabled parking space (at least 1)	*		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		*	

Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		*	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?		*	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?			*
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		*	
Are areas to which pupils should have access well lit?	*		
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics and noisy equipment?	*		
Is furniture and equipment selected, adjusted and located appropriately?	*		
Access to the written word			
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		*	
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?		*	
Do you have the facilities such as ICT to produce written information	*		
Do you ensure that staff are familiar with technology and practices		*	

Main points in our plan:

Access to the curriculum:

- The overriding principle is to provide full curricular access to all pupils who have been allocated a place at Millbrook Junior School.
- The identification of barriers to participation in all areas of school life are a priority and where necessary, adjustments are made to the curriculum and teaching methods.
- Individual teachers are responsible for accessing the school SEN data, making appropriate use of information provided by the SENCO and identifying probable areas within their class where pupils could experience difficulties.

- The Head Teacher will identify staff development needs to improve their ability to meet the needs of pupils and include these within the performance management systems.
- Links are developed with agencies that can extend the expertise of staff and extend the learning experiences of pupils.
- All staff feel confident in their ability to deal appropriately with every pupil. They should be able to identify when a child is not suited to an activity, and have an alternative available.

Access to the physical environment

Within the context of our grounds and building, all refurbishment and new buildings will be undertaken with the intention of improving access for disabled pupils. Consideration will be given as to whether making alterations will be part of a logical plan, and provide value for money. Where a risk assessment has been undertaken, relating to a pupil with a disability, subject staff will implement the recommendations within their own teaching environment.

Access to written information:

Pupils who have difficulty accessing standard size print should have this fact identified on, or prior to admission, and this information will be given the class teacher who will become responsible for providing appropriate resources for that child. Each pupil with SEN will be reviewed, with support from the SENCO, parents and other agencies where appropriate, to ensure that the pupil's needs are being met.

The SENCO will communicate individual requirements for enhanced scripts with teachers to enable them to produce material for a specific pupil.

Pupils needing enhanced print **should not be sent to collect their own version** of a worksheet, which should have been prepared in advance of the lesson.

Staff must ensure that the specific needs of every pupil has been met by forward planning of every lesson, and the production of differentiated material to meet identified needs.

Consideration must be given to the text presented to pupils, considering the need for simplified versions where this is appropriate.

The use of technology and equipment must be considered in the context of pupil's disabilities. Recognition must be given that some formats, whilst beneficial to many pupils, will not be appropriate for all. An assessment should be made of the impact of using technology with a class where a disabled pupil is working.

Target	Tasks	TIMESCALE	Responsible Staff	Success criteria
Access to the curriculum	<p>Employment of specialist advisory teachers; CPD for staff and:</p> <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy <p>Responsible staff SENCO Class teacher</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • Advice taken and strategies evident in classroom practice • All children supported and accessing curriculum 			
Information about pupils accessible	Ensure that all staff have knowledge of the needs of all pupils in their class/care	By end July before starting in September of each year	HT	Information available for staff
Barriers within subjects	Identify where barriers exist and ensure that plans identify necessary actions	Already happens	Class Teachers	All pupils have access to all subject areas at a level appropriate to their needs
Pupil Support Plans/ Educational Health Plans	All pupils with identified disability to have their support review by the SENCO	Already happens	SENCO	Review of development plans to have been undertaken, and recommendations available for staff/parents
Links with external agencies	Develop links with external agencies who work with disabled pupils	As necessary	SENCO/HT	Increased awareness of what each external agency can do to support our pupils
Increased staff awareness	Empower staff to deal with pupils appropriately	When necessary	SENCO/HT	Staff are confident with their ability to teach identified pupils effectively

Review provision within music, drama and PE	Ensure these subjects provide access for identified pupils, where possible	When planning lessons	Class Teachers	All pupils participate as fully as possible in all school activities
Trips	Review accessibility for identified pupils on trips	When planning trips	Class Teachers	Procedures reviewed for planning trips to ensure accessibility
Painting/decor	Where this is undertaken, consideration to be given to sight impaired pupils.	When choosing colours	HT/Site Manager	Contrasting colours provide better demarcation of doors/walls
Evacuation procedures	Review of procedures	When new pupils with disabilities start at the school	HT	All pupils are evacuated within 2 mins of fire bell ringing
Appropriate furniture	As guided by statement	As necessary		
Non-visual guides	If appropriate	As necessary		
Wheelchairs	As necessary	As necessary		
Enlarged print	As necessary			
Access to written information	As necessary			
Access to ICT projection/ laptops for text entry	As necessary			