



With Love We Flourish

Accessibility Policy & Plan

Alyson Frost

Policy Title:	Accessibility Policy and Plan	Date:	March 2023
Reviewed by:	Alyson Frost	Date:	April 2023
Ratified by:	Full Governors	Review date:	March 2026

‘Let all that you do be done in love’

1 Corinthians 16:14

Nurturing individuals to be the best they can be in an inclusive environment where they feel valued, respected and know they belong.

Introduction

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an 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.
2. Great Milton School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to 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 and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, 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.
5. The Plan will be monitored through the governing body.
6. We acknowledge that there is a need for on-going awareness raising and training for pupils, staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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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 delivery of written information to pupils

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

Aim	Objectives	Actions to be taken	Person Responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	Ensure all teachers and support staff have access to specific training to teach and support pupils with a variety of SEND.	Staff audit to identify training needs and inform CPD Set training via The National College as part of ongoing CPD, INSET training and staff meetings.	HT/SENCO	Annually Sept 2021, 2022, 2023
	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Resources differentiated to promote access for children with colour blindness and dyslexic tendencies	SENCO	Ongoing. Classroom review half termly
	All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	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	HT / Business Manager	Ongoing
	Teachers and support staff are aware of the range of interventions and support services available across the school	An intervention audit to be compiled explaining the interventions and their targeted audience. List of support services available for referral through SENCO created.	SENCO	Annually Sept 2021, 2022, 2023

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Improve and maintain access to the physical environment	Increase in access to all school activities for all disabled pupils	Classrooms are organised to promote the participation and independence of all pupils	All Staff	Half termly reviews
	Raised staff awareness of a range of barriers to Learning for pupils with Sensory impairment, including classroom layout, décor, poor acoustics, classroom management strategies, levels of lighting, etc.	Make staff aware of LA support services available to advise on adaptation work.	HT/SENCO	Sept 2022, 2023, 2024
	Ensure safe access to all areas of the school grounds	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms	SENCO	Sept 2022, 2023, 2024
		Review safety and accessibility of outside areas annually. Act on findings		Sept 2022
	Ensure that all pupils with SEND can be safely evacuated.	Put in place personal emergency evacuation plans for identified pupils, where and when required. Develop a system to ensure all staff area aware of their responsibilities.	SENCO All Class teachers and 1:1 support staff	As required
	Ensure parking space made available when needed to access the school site	Although no designated parking space in the limited car park. A space will always be made available on request. Some parents have ongoing permission to park close to the ramp to meet their own needs or the needs of their children. Look into having a disabled bay painted at the bottom of the ramp.	Admin team Business Manager	As required

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Improve the delivery of written information to pupils and other members of the community	The school will be able to provide written information in different formats when requested for individual purposes	The school will make itself aware of the services available for converting written information into alternative formats	Office	March 2017
	Delivery of school information to pupils & parents with visual difficulties improved.	Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Office	March 2017
	Ensure website is clear about information on accessibility in school.	The local offer to be clearly signposted from the website. The schools SEN information report and policy to be clearly accessible on website alongside other policies addressing accessibility.	HT	Sept 2021

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Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	Corridors are narrow- 1 way system in place past the office.	Access viability of keeping one-way system if we have children who require more space e.g. wheelchair users.	SLT	n/a
Parking bays	Parking space on site is limited. There is not a disabled parking bay, but people with disabilities can park close to the ramp.	Look into having a disabled bay painted at the bottom of the ramp.	HT/SBM	Autumn 2024
Entrances	Entrances are wide, including a set of double doors to the hall.	None needed	SLT	n/a
Toilets	An accessible toilet is available to give dignity to children and adults who may need to use it.	None needed	SLT	n/a
Internal signage	Internal signage is large print and clear.	Monitor and update as required.	SLT/Class teachers	n/a- ongoing
Emergency escape routes	Children who need them have personal plans for emergency escapes. Regular practises are carried out. All classes have a map of escape routes. Emergency escape routes are checked regularly. All staff are aware of their responsibilities in case of emergency escape.	Ongoing	SLT/Class teachers/fire marshalls	n/a- ongoing