

MILFORD PRIMARY SCHOOL

ACCESSIBILITY POLICY AND ACCESSIBILITY PLAN



Vision Statement

‘Milford Primary is a community orientated school, centred around the children as individuals. We are committed to helping children work towards their potential as life long learners who care, share, respect and learn in a stimulating environment.’

October 2015

1. Rationale

1.1 This policy and plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995. The SEN and Disability Act 2001 (SENDA) amended part 4 so that it became applicable to education and to prevent discrimination against disabled people in their access to education. This has placed three key duties on schools, which are:-

- *Not to treat students with a disability less favourably for a reason related to their disability*
- *To make reasonable adjustments for students with a disability, so that they are not at a substantial disadvantage.*
- *Plan to increase access for students with a disability*

1.2 An audit informs our accessibility plan (Appendix 1). It is our intention, that over a reasonable period of time and with due regard for funding and resourcing, we will

- Ensure that the school site is accessible for all users
- Provides training as appropriate to ensure any child with a disability achieves their full potential (approaches and resources)

1.3. The purpose and direction of the school's plan: vision and values

Milford Primary School is committed to inclusion for all. We endeavour to ensure that children of all abilities and disabilities are able to share in the same learning experiences by adapting for the needs of the individual. This is achieved by following the Inclusion Statement from the National Curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

1.4 These key objectives dovetail with our school's vision

'Milford Primary is a community orientated school, centred around the children as individuals. We are committed to helping children work towards their potential as life long learners who care, share, respect and learn in a stimulating environment.'

1.5 Our plan exemplifies the school ethos that:-

- Everyone in the school community is made to feel welcome
- There are high expectations of all pupils
- Staff, governors and pupils share a philosophy of inclusion
- Pupils are equally valued
- Staff seek to remove all barriers to learning participation

In addition, the school recognises it has a responsibility to help children understand the discrimination faced by disabled people and work positively to counteract discrimination.

1.6.Aims

- To make education, as a whole, available to disabled children without discrimination.
- To make provision to allow pupils with a disability, staff, governors and parents to be fully included in school life.

2. Implementation of the Plan

2.1 The school will take reasonable steps to avoid discrimination against any disabled pupil or adult with particular regard to:-

- Entry to school / admissions policy
- Access (physical)
- The curriculum
- Teaching and learning
- Classroom and school organisation
- The school day / timetabling
- Homework
- Sports
- Extra-curricular activities
- Trips
- Assessment / testing
- Discipline and exclusion

2.2 To achieve our intentions the school will:-

- Make reasonable adjustments to the physical setting of the school /classrooms and its day-to-day organisation
- Review health and safety in relation to specific needs, including medical, security, emergency and evacuation systems
- Increase awareness of barriers to access, including space, pathways of travel, signage and decor
- Work closely with the LA regarding admissions policy
- Liaise with parents and prospective parents
- Liaise with pre-school, specialist advisors and secondary schools as appropriate
- Consult with LA and specialist advisors re building work, curriculum and resource provision
- Investigate sources of funding
- Review practices and policies as necessary
- Make arrangements to deliver information in a range of accessible formats
- Address training needs of all staff, including technological advice
- Facilitate appropriate teaching and learning through exemplary deployment of teaching and support staff

- Include all pupils in all curricular and extra-curricular activities, where it is reasonable to do so
- Raise understanding of disabilities and how people live with them.
- Plan trips and out-of-school activities, with due regard to needs.

3. Making it happen

3.1. Management, coordination and implementation

It is possible to access all areas of the school, except the lower playground and EYFS class by wheelchair. The lower playground can be accessed by a rear entrance outside of school.. As the school is grade 2 listed, there is little scope for developing the building itself. Reasonable adjustments will be made wherever possible. These decisions will be made by the Governors after consultation with the Local Authority's surveyors.

The accessibility plan will be reviewed on an annual basis, or on the intake of a child with a disability, whichever is sooner. The school will always seek advice in how they can best meet the needs of children with disabilities.

3.2 Getting hold of the school's plan

The school makes its accessibility plan available in the following ways:

The school accessibility plan can be accessed by contacting the school office. It can also be accessed from the School Website at www.milfordprimaryschool.org.uk
Audio copies can be made available if requested.

Date

Signed (Chair of Governors) G.Taylor

Review September 2018

This policy should be read in conjunction with:-

Safeguarding Policy
Separated Parents Policy
Children Missing from Education policy
Physical Intervention Policy
Code of Conduct for Staff Policy
E Safety Policy
Domestic violence Policy
Anti Bullying Policy
Looked After Children Policy
Tackling Extremism & Radicalisation 2015

Milford Primary School
Accessibility Action Plan

Action	Responsibility	Monitoring	Cost	Time Frame
<p>Ensure the school site is accessible and safe for all users</p> <ul style="list-style-type: none"> • Renew contrasting markings on all steps where necessary • Declutter all corridors to ensure safe passageway. 	Head Teacher	Governors	£1000	July 2016
<p>Ensure that all school information is available in a format that everybody can access.</p> <ul style="list-style-type: none"> • Provide enlarged copies of text where needed • Use Arial font for worksheets and publications 	Head Teacher	Governors	Writable CDs for audio/electronic versions @ £5	Ongoing
<p>Raise understanding of disabilities and how people live with them.</p> <ul style="list-style-type: none"> • Ensure empathy activities are included in the syllabus • Through PSHE pupils explore different types of disabilities and how people live with them. 	PSHCE Coordinator	Head Teacher	Resources £50	Ongoing
<p>Provide training to ensure all children achieve their full potential</p> <ul style="list-style-type: none"> • Annual on the needs of children with disabilities or sooner if the need arises. 	Head Teacher	Governors	£200	Ongoing
<p>Ensure a range of playground equipment is accessible to all.</p> <ul style="list-style-type: none"> • Audit current position • Collect ideas through School Council • Gather costs 	Head Teacher	Governors	£500	May 2016

