Mill Lodge Primary School

Accessibility plan

2023- 2026

Mill Lodge Primary School

1. Mill Lodge Primary School 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.

2. Mill Lodge 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, resources 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 school has action plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

6. 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.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
    - Curriculum
    - Equal Opportunities and Diversity
    - CPD Policy
    - Health & Safety (including off-site safety)
    - Inclusion
    - Behaviour Policy/ Anti-Bullying Policy
    - School Improvement Plan
    - Asset Management Plan
    - School Prospectus and Mission Statement
    - Teaching and Learning Policy

8. 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.

9. This Accessibility Plan will be available on the school website

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

11. The plan will be monitored through the Health and Safety Committees of the Governors.

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

Legislation and guidance This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.
The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.
Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.
The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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Improving the Physical Access at Mill Lodge School

An Access Audit was carried out by Head Teacher and Site manager in October 2023 and a number of recommendations made:

Access Report	Item	Activity	Timescale	Cost £
Car parking	Accessible bays need to be increased to accommodate more chidren with blue badges	Allocation of additional parking spaces for badge holders Appropriate demarcation of disabled parking spaces	Before December 2023 Before Feb 2024 weather allowing	Approx £80
External steps	Nosings should be readily identifiable on external steps	Steps from playground to school field need nosing painted so they are readily	Before February 2024	Approx £50

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Improving the Curriculum Access at Mill Lodge School

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum by meeting needs of all pupils	Staff training managed by SENCO in line with EHCP needs	All teachers are able to more fully meet the requirements of SEND children with regards to accessing the curriculum	Ongoing training over year	Increase in access to the National Curriculum
Extra-curricular and off site activities are planned to ensure the participation of the whole range of pupils	Review all extra-curricular and off site activities to ensure compliance with legislation Appropriate adult support provided to ensure all pupil share equal access	All extra-curricular and off site activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Continue to review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons allow for the independent working of pupils and promote the participation of all pupils.	Ongoing	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access and Equality	Ongoing	Society will benefit by a more inclusive school and social environment

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Improving the Delivery of Written Information at Mill Lodge Primary School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	As and when required. Reference that requests for materials etc can be made to the school office.	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	As and when - when update policies and website etc. Reference that requests for materials etc can be made to the school office.	Delivery of school information to parents and the local community improved