

Milborne St Andrew First School

1. The Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school¹ and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - 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 duties under the Equalities Act 2010); 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 or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - 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 within a reasonable timeframe;

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- improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information
 6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
 7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Curriculum Policy
 - Equality Objectives (required from April 2012)
 - Single Equality Policy
 - Staff Development Policy
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs Policy
 - Behaviour Management Policy
 - School Improvement Plan
 - Asset Management Plan / Suitability Survey
 - School Brochure / Prospectus and Vision Statement
 8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
 9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
 10. The School Brochure / Prospectus will make reference to this Accessibility Plan.
 11. The School's complaints procedure covers the Accessibility Plan.
 12. The Accessibility Plan will be published on the school website.
 13. The Accessibility Plan will be monitored through Governor meetings

14. The school will work in partnership with the Local in developing and implementing this Accessibility Plan and will adopt in principle the “Dorset Accessibility Strategy.”
15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Accessibility Plan : Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIME	ACHIEVEMENT
To ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them Eg Equality Act	Staff training requirements identified (Performance Management) Guest speakers, INSET)	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum; ensuring support plan allow for appropriate provision	Yearly	Increased access to an appropriate curriculum and learning for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Pupils are able to access resources	Yearly	More time available for pupils to participate in curriculum activities
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors according to skills audit	Whole school community aware of issues relating to Access	Yearly	Society will benefit by a more inclusive school and social environment
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff	Yearly	All pupils are supported to achieve their full potential

What we already do:

- Differentiation in all areas
- Quiet areas around the school for small group and 1:1 work
- Children actively seated appropriately to manage their needs more effectively eg hearing and vision needs
- Children can easily access IT to support and develop their learning
- Stimulating reading environments
- Curriculum teaches understanding and tolerance of others, emotional literacy and resilience in themselves
- Out of school activities cater for a diverse range of needs
- Regular staff training and specific training when needed to support individuals
- Motional assessments and targeted activities to support emotional learning and calming down areas in school

Accessibility Plan: Improving the Physical Access

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIME	ACHIEVEMENT
Outside areas	Car parking One way system in residential area close to school Drop off Zone	Ensure clear access to marked Accessible Parking Bays – ensure bays can be used Children act as marshalls regularly to ensure that these are adhered to	ongoing	Calm, clear drop of and parking safe for children and parents
Main Entrance	Main entrance and foyer – access during the morning period	Review morning access of the school environment for parents and visitors to ensure access to front entrance for disabled visitors	ongoing	Access available via cement path ramp
Main building	Remove trip hazards Ensure accessibility during the morning period	Identify appropriate storage for equipment and ensure that items are not left indiscriminately Amend morning routines for parental access of building to enable access of wheelchairs, review access of pushchairs	ongoing	All staff are responsible for checking and removing obstacles
The Well etc	Ramp needed to entry door	Mobile ramp purchased to ensure access to classes.		

What we already do:

- Disabled toilet with emergency bell with sink at appropriate height
- Sloping curbs and lit paths accessible for wheelchair access and give access to playground
- Double door entrance
- Two disabled parking spaces
- Library and IT accessible height with clear labelling
- Accessible bell in reception- good height
- Children act as marshalls regularly to ensure that these parking rules are adhered to

Accessibility Plan : Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIME	ACHIEVEMENT
Availability of written material in alternative formats	School provide information as a hard copy or as e version as requested by parents	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communication in print, large print or through augmentative communication technology, contrasting colours.	Ongoing	Delivery of information to disabled pupils and parents improved Tapestry used to share photos of children at school, and also to share SEND activities and support
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 through hard copy and website	Ongoing	Delivery of school information to parents and the local community improved
Raise the awareness of adults working at and for the school on the importance of using a range communications systems according to individual need	On-going Performance Management arrangements Training on range of issues such as functional use of language, Signalong and managing SALT plans	Awareness of target group raised	Ongoing	School is more effective in meeting the needs of pupils.

What we already do:

- Use tinted acetates for those who need them
- Buy into SENSS
- Meet with parents to get background information and understanding the best way to communicate with them
- Information on school website which has been updated for clarity and ease of use. Translate option also available on the website
- Reading Age and Spelling age tested October and May.