



Milford School Accessibility Plan

At Milford School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves the best that they can. Everyone in our school is important and included.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to recognise everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe, happy and motivated children achieve.

This Accessibility Plan is 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 of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. 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 Local Authority 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.

Milford School is 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. The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities. We respect the parent's and child's right to confidentiality.

Milford School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their 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 schools 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 and maintain access to the physical environment of the school, adding specialist facilities as necessary – this includes improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
- Improve 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 timeframe.

Milford School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. 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. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policies
- Teaching and Learning Policy
- Emergency Plan
- Health & Safety Policy
- School Development Plan
- Special Educational Needs & Disabilities Policy
- Intimate Care Policy
- Quality First Teaching Document

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all 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.

School Context

Milford is a two-form entry infant school. It is a LEA Maintained School that is focussed on providing a quality education for all its pupils. The school is well respected in the local community and is fully subscribed.

- Year R pupils come from a large number of different nursery providers.
- The school is situated in the heart of Milford village and is an integral part of the local community.
- School data shows that the level of attainment on entry into Reception varies between average and below average.
- The majority of the pupils are white British.
- 17% of pupils are on the SEN register.
- Pupil Premium eligibility is usually around 6%.

Adaptations already made to the buildings/curriculum are:

- Learnpads, netbooks and in some cases laptops are used wirelessly throughout the school.
- Portable sloping desk supports are available.
- Special chairs and tables are purchased according to need.
- Wobble cushions, fiddle/chew toys, cushions, weighted blankets, pen holders, different styles of pens are available, etc.
- Disabled parking is available in the staff carpark.
- Automatic doors throughout to allow easy of access for a wheel-chair user.
- IWB/screen adapted for a wheel-chair user.
- IWB screen set to a different colour for dyslexia.



- Disabled toilet in each building.
- Staff members are supportive in moving furniture and re-arranging rooms to meet accessibility requirement for wheelchair users.
- All KS1 Classroom accessible and on level flooring.
- Ramped access to playground via the front entrance and side gate.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governing Body.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is a set of action plans showing how the school will address the priorities identified in the plan. The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- Inclusion Manager
- Business Manager

This policy should be read in conjunction with Appendix 1 which defines disability and Appendix 2, the school's Disability Equality Action Plan.

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Appendix 1: DEFINING DISABILITY

The disability discrimination duties and the planning duties are owed to all pupils who are defined by the Equality Act 2010 as being disabled. The Act defines a disabled person as someone who has:

'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

The definition covers a much larger group of children than most people think. A report from the Cabinet Office (2005) Improving the Life Chances of Disabled People, draws on estimates that suggest that about 772,000 children in the UK are disabled, equivalent to 7% of all children.

Definition of the terms:

- 'physical impairment' includes sensory impairments
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness
- 'substantial' means 'more than minor or trivial'
- 'long-term' is defined as 12 months or more.

Mental and physical impairment

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the pupil's ability to carry out normal day-to-day activities is substantial and long-term, as defined above. Some progressive conditions, such as cancer, multiple sclerosis and HIV/AIDS are included before they have an effect on the pupil's ability to carry out normal day-to-day activities.

Normal day-to-day activities

The test of whether an impairment affects normal day-to-day activity is whether it affects one of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger.

Special educational needs and disability

Though the definition of disability comes from the Equality Act and the definition of special educational needs comes from the Education Act 1996, there is a significant overlap between the two groups of children. The definition of SEN includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.

Appendix 2: Accessibility Action Plan



Target	Action	Person Responsible	Time Frame	Success Criteria
All pupils are able to participate in after school clubs, school trips/events and educational visits.	<p>Audit of who attends clubs.</p> <p>School to support families with financial difficulties in terms of access and equipment if necessary.</p> <p>School to provide support/advise external clubs on appropriate support for pupils during clubs.</p> <p>Risk Assessments for trips, events and visits to include access and safety arrangements for all.</p>	Inclusion Manager /Sports Premium /Headteacher	Ongoing	<p>All pupils will access trips, events and visits.</p> <p>Clubs will be well attended by all.</p>
To improve access to the curriculum through the use of ICT.	<p>Clicker (or similar) on Ipads for individual pupils.</p> <p>Purchase of specific programmes to support learning needs of individuals or small groups of pupils.</p>	Computing Lead/Curriculum Lead/Inclusion Manager/Senco	Ongoing	<p>All pupils with a disability will have equal access to the curriculum through ICT.</p> <p>ICT will contribute to the progress and attainment of pupils with disabilities.</p>
Improving Access to the Physical Environment.	<p>Further develop the pond area and sensory garden to ensure that all access is available for use by wheelchair users.</p> <p>Research possibility of a ramped entrance from the back gate.</p>	Headteacher	July 2020 and ongoing	<p>Pupils, parents and carers will be able to use both the back and front entrances to the school.</p> <p>All pupils will have equal access to learning in the outside environment.</p>
Improve information to parents.	<p>Newsletter to be in dyslexia friendly font.</p> <p>Newsletter to be available on cream paper.</p> <p>Information about specific events to be shared verbally with parents for whom English is an additional language if they are not able to access the newsletter.</p>	Headteacher/Inclusion Manager	April 2020 and ongoing	<p>All parents will access the newsletter.</p> <p>All parents will be aware of important school dates and events.</p> <p>100% attendance at parents evening</p>