



Millbrook Primary School Accessibility Plan

At Millbrook Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all children. The achievements, attitudes and well-being of all of our children matter. Millbrook Primary School promotes the individuality of all of our children, irrespective of ethnicity, attainment, age, disability, gender or background.

The SEND Code of Practice: 0 to 25 years, published in August 2014 cites the Equality Act 2010 stating that children who have SEN may have a disability – that is... 'a physical or mental impairment which has a long term and substantial adverse effect on the ability to carry out normal day-to-day activities'. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. In accordance with The SEN and Disability Act 2001 which extended the Disability Discrimination Act 1995 (DDA), the staff at Millbrook Primary School, alongside the Governing Body have three key duties towards disabled pupils:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This means that:

- we will increase the extent to which disabled pupils can participate in the school curriculum;
- improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improve the delivery of information to disabled pupils

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

Our Accessibility Plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support
- The SENCO has an overview of the needs of disabled pupils
- There are high expectations
- There is appropriate deployment and training of teaching assistants
- The successful practice is shared within the school
- Disabled pupils have access to extra-curricular activities

It is a requirement that the school's Accessibility Plan is resourced, implemented, and revised as necessary and reviewed at least every three years.

Accessibility Plan

	Issue	Action	Who?	When?	Success criteria
1	To ensure that the curriculum is as accessible as possible	Ensure there is access to varied methods of recording for those who require it – laptops/iPads Consider alternative communication systems	SENCo	On-going	All pupils are more able to access the curriculum.
2	Availability of written materials in alternative formats for parents and visitors	School to make itself aware of the services available for converting written formats into alternative formats	SENCo Admin staff	On-going	School can provide information in alternative formats for parents and visitors
3	Raise staff awareness of disability issues	School to continue to seek advice from experts. Consider the needs of specific pupils, both for school and off-site activities. Access to appropriate training.	SENCo All school staff	On-going	Teachers and TAs aware of issues with particular children. Information and support available and passed on to staff.
4	Ensure that all school trips and residential visits are accessible for all pupils	Advance visits/discussions with staff at venues, appropriate risk assessments.	Trip leaders, Educational Visits co-ordinator, head teacher.	On-going	School trips and residential visits are accessible for all children
5	Ensure that before school/ after school/ extra curricular clubs are accessible for all pupils	Access to be available for all pupils, including those with a disability. Adult support to be provided if necessary. Physical adaptations to be made as required.	Extra curricular activity leaders Breakfast club/hub leader	On-going	All before school/after school/extra curricular activities to be accessible to all pupils
6	Accessibility for adults	Ensure that the school is fully accessible for parents and visitors	Health and safety officer	On-going	All visitors are able to access the building easily