



Mill Hill Primary School

Accessibility Plan

Contents:

1. Introduction
2. Key Objective
3. Principles
4. School Activities
5. Action Plan
 - a. Appendix 1 Accessibility Action Plan
6. Linked Policies

Coordinator responsible for the policy in consultation with the staff, pupils, parents and governors:

Headteacher

Reviewed: September 2023

Next Review Date: September 2026



Learning for a lifetime

1. Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002. The Accessibility Policy and Plan are 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 on progress of the Accessibility Plan over a prescribed period (3-year plan with annual reviews). It should be read in conjunction with the schools 'SEN information report' which is written in line with the SEN reforms (September 2014). The SEN information report outlines the provision offered at Mill Hill Primary School.

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Definitions

'Physical impairment' includes sensory impairment.

'Mental impairment' includes learning difficulties and mental impairments resulting from or consisting of a mental disorder.

'Substantial' means more than minor or trivial.

'Long term' means at least 12 months.

2. Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability. To show how Mill Hill Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

3. Principles

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils, staff, parents/carers and visitors.

4. School Activities

a) Education & related activities (Curriculum)

Mill Hill Primary School will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. We will consult all stakeholders annually as part of our planning cycle.

b) Physical environment

Mill Hill Primary School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. We will consult all stakeholders annually as part of our planning cycle.

c) Provision of information

Mill Hill Primary School will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested. We will consult all stakeholders annually as part of our planning cycle.

5. Action Plan

See attached (Appendix 1)

6. Linked Policies

This Plan will contribute to the review and revision of all relevant school policies.

Appendix 1 Action Plan

	Objective	Tasks	Timescale	Responsibility	Monitoring
1	Access the curriculum Ensure all pupils with disabilities can access the curriculum	- Identify child with a disability and adapt planning accordingly. - Whiteboard background colours changed to pastel shades. - ICT equipment provided to support individuals' learning, e.g. ipads for visual impairment. - To ensure appropriate resources are in place and are used across the school, including sloping boards and large print texts. - Visual timetables in classrooms to support the vulnerable. - Ensure that reasonable adjustments are made so that children can take part in full school life, e.g. residential and school trips. - Audit participation in extra-curricular activities and remove any barriers.	On- going On- going On- going On- going On- going As and when required Yearly	Headteacher/SENCo CT CT/ SENCo CT/ SENCo CT/ SENCo CT/ SENCo/HT SENCo	Governor monitoring - link SEN governor Access the curriculum will be monitored by SLT in lesson observations and learning walks. Governors will review the audit annually.

2	Staff training and development	- Keep staff up to date with most recent SEN Code of practice. - Produce SEN information report in line with SEN reforms (SENCo). - Provide time for staff to understand the needs of their pupils with disabilities. - Expertise of staff identified and used as a training resource. - Headteacher and SENCo to identify external expertise to provide advice and guidance.	Autumn term, start of year Annually Annually Annually, termly with recruitment Identified through the PDM calendar.	SENCo SENCo HT HT HT/ SENCo	HT review and reported to governors via HT report.
3	Physical environment	- Review classroom teaching spaces yearly. - Provide quiet spaces within the school for children with sensory disability. - Review playground to ensure equipment is accessible where appropriate.	Annually Termly Part of 3-year plan.	HT/SENCo/CT HT/SENCo HT/ site manager	Visitor survey Annual review with property services.

4	Wider community	- Disability equality scheme to be made aware to parents and wider comity. - Provide written information to parents in a variety of formats, e.g. enlarged fonts.	Published on website and reviewed. Annually on newsletter. Annually	HT Admin manager	Parent feedback/ governors
---	-----------------	--	---	--------------------------------	-------------------------------