

MILLFIELDS CE PRIMARY SCHOOL

Faith, Respect, Courtesy & Endeavour

Accessibility Plan



Written by : S Powell (SENCO)
Pending approval by Full Governors
Signed by Chair: _____

Date: February 2024

Next review due by February 2027

1. School Ethos, Vision and Values

Our School Mission Statement:

At Millfields C.E. Primary School we seek to help our children achieve within a happy and secure Christian environment. We encourage a love of learning and provide children with challenges, experiences and opportunities that will enable them to grow into caring, confident and contributing members of the community.

2. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- 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
- Improve the availability of accessible information to disabled pupils

At Millfields C.E. Primary School we welcome the fact that schools have a key role to play in promoting equality of opportunity for disabled people, not only for their pupils, but also in the employment opportunities they offer and the range of services they provide to the wider community. We take the promotion of disability equality seriously. We believe that social disadvantage and exclusion is not an inevitable consequence of medical conditions but rather that people are disabled by society's negative attitudes to and treatment of disabled people.

At Millfields CE we aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. We 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.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Millfields CE Primary school supports any available partnerships to develop and implement the plan. We work closely with Wirral Local Authority.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

3. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4. Definitions of disability under the DDA

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

To fall within the Act, a person must be substantially affected by their disability in one of the following capacities:

- **Mobility**
- **Physical co-ordination**
- **Manual dexterity**
- **Continence**
- **Ability to lift, carry or otherwise move everyday objects**
- **Speech, hearing, eyesight**
- **Memory or ability to learn, concentrate or understand**
- **Perception of risk or physical danger**

5. DEFINITION OF SEND FROM CODE OF PRACTICE (2014)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

This is a broad definition covering children and young people from 0- 25 years of age.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

6. THE GENERAL DUTY

We believe that through changing attitudes and practices within our school we can and will bring about changes that can help to:

- promote equality of opportunity between disabled people and other people
- eliminate unlawful discrimination
- eliminate unlawful harassment
- encourage participation by disabled people in public life
- promote positive attitudes towards disabled people (cont)
- Duty to Promote Disability Equality – (The General Duty)

When carrying out all of our functions here at Millfields C.E. Primary we will have due regard to the need to:

Promote positive attitudes towards disabled people

Encourage participation by disabled persons in public life

Promote equality of opportunity

Eliminate disability related harassment

Eliminate unlawful discrimination

Where necessary we will consider the use of positive discrimination

7. ACTION PLAN

Millfields CE 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. 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 auxiliary 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 hand-outs, timetables, leaflets and information about the School and school events. The information should be made available in various preferred formats within a reasonable time frame.

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Possible Accessibility Issue	Current Position/Action	Timescale	Person(s) Involved	Monitoring
Is the curriculum designed to allow equal access?				
Pupil attainment	Data is analysed to ensure progress of all pupils is being made. There is no current evidence of inequality in achievement	Half termly pupil progress reviews	Curriculum leaders SLT	SLT monitoring each term reporting to the Curriculum and Standards Committee of the Governing Body.
Differentiated	All teachers provide	Weekly planning	All class teachers	Curriculum leaders & SLT

Curriculum	differentiated planning to meet the needs of all pupils in the classroom			monitoring in line with Strategic Overview.
Meeting the needs of pupils with identified special educational needs and/or disabilities	<p>Termly pupil progress meetings</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Dedicated sensory room to support children with sensory regulation difficulties</p> <p>Develop links with Special school to support INSET <i>e.g. Gilbrook, Hayfield, Orretts</i></p>	<p>Support plans termly</p> <p>Tracking pupils to identify pupils for support half termly</p> <p>2023 – 2025</p> <p>ongoing</p>	<p>All teachers</p> <p>Sendco</p> <p>Learning mentor & sendco</p> <p>SENCO</p>	<p>SENCO to monitor support plans and effectiveness of provision with the Headteacher and monitor pupil progress at termly pupil progress meetings.</p> <p>Increased understanding of the opportunities</p>
Pupils with English as a second language	Pupils with English as a second language receive differentiated support as appropriate. This could include extra letters and sounds, computer software and support from the MEAS service as	Ongoing according to pupil needs	All teachers	SENCO with class teachers. Tracking and PPM.
Resources	Provision of appropriate resources to support pupils with access to the curriculum	Ongoing according to pupil needs	All teachers to report needs to the SENCO.	SENCO to monitor resources are in place to support needs of identified pupils.

	<p>e.g. use of visual timetables and use of writing slopes for those with DCD.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Close liaison with Occupational therapy for advice on specialist equipment eg chairs, standing frames, wheelchairs</p> <p>Training for staff on how to use specialist equipment</p>	<p>On going</p> <p>On going</p> <p>Spring/summer2024</p>		Sendco/headteacher
Curriculum Access	<p>All pupils access the full curriculum. To ensure this, adults are used to support targeted pupils, resources are provided as required. Support is given for residential visits eg. through deployment of extra adults, support with administration of medicine, modification of activities</p> <p>Liaise with sensory support service and implement advice</p>	<p>Ongoing as need arises through the year</p> <p>On going</p>	<p>Sendco</p> <p>All staff</p> <p>Sendco & staff</p>	Monitored by curriculum leaders in consultation with the SENCO.
Is the building designed to meet the needs of all pupils?				
Environment	Millfields is a single story	Daily basis as	Site Maintenance	Governors

	responsibilities			
Is communication in place to meet the needs of all its community?				
Presentation of information	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources when necessary • Pictorial or symbolic representations when necessary • Visual timetables • Signing - makaton/BSL • Newsletters for parents are produced in electronic format and a hard copy if requested. hard copy in the school notice boards 	<p>Daily basis as required</p> <p>Weekly</p> <p>When necessary</p> <p>Half termly</p>	<p>SENCO / Headteacher</p> <p>All staff</p> <p>Headteacher / School Business Manager</p> <p>Class Teachers</p> <p>Headteacher</p>	<p>SENCO / SLT</p> <p>Headteacher</p> <p>Headteacher/ SENCO</p> <p>Headteacher</p>

8. MONITORING ARRANGEMENTS

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

9. LINKS WITH OTHER POLICIES

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Special educational needs (SEN) information report
- Special Educational Needs
- Medicine Policy