

1. Schools' Planning Duty

- 1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:
 - To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
 - To prepare and publish a Disability Equality Scheme to show how they will meet these duties.
- 1.2. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.
- 1.3. This Accessibility Plan forms part of the school’s Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.
- 1.4. In accordance with the Act the plan focuses on three ‘key areas’:
 - increasing the extent to which disabled pupils can participate in the school curriculum;
 - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
 - improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- 1.5. It is a requirement that the school’s Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.
- 1.6. The plan is to be reviewed and updated at least every three years.

2. Schools Aims

- 2.1. At Millbrook Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims:
- 2.2. In drawing up this Accessibility Plan the school set the following priorities:
 - To provide safe access throughout the school for all school users
 - To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.

- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3. In addition parents of children and young people with a disability were consulted, as a part of regular SEND reviews, to ensure all needs and areas of concern had been picked up.

2.4. As stated above, Millbrook School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school and Vale Academy Trust policy documents:

- Special Educational Needs and Disability
- Equal Opportunities
- Vale Academy Trust Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies

This plan itself will also be used to advise and inform other school planning documents and policies.

2.5. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

3. Current Good Practice which supports this duty

3.1. The school's commitment to inclusivity.

3.2. Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum

- 3.2.1. Millbrook Primary has close working relationships with its feeder pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.
- 3.2.2. The Trust SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Oxfordshire Inclusion Team, the Vale Academy Trust Inclusion Team, outreach services, health professionals and Educational Psychology Service, the SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.
- 3.2.3. The school works closely with specialist services including:
- Advisory Teacher for Hearing Impaired
 - Early Years Advisory Teacher
 - Advisory Teacher for Visual Impairment
 - Physical Therapists
 - Speech and Language Therapists
 - Mulberry Bush School Outreach
 - Educational Psychology Service
 - CAMHS
 - GPs and paediatricians
 - School Nurse Team
 - Counselling
 - Communication and Interaction Team
 - Other advisory services and charities
- 3.2.4. The school's governors, teachers, teaching assistants and lunch-time assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs including:
- Hearing impairment
 - Physical disability
 - Visual impairment
 - Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
 - Autism
 - Speech, language and communication needs (SLCN)
 - Emotional difficulties

3.2.4 Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- SENCO
- Advice, assessment and support from Speech and Language Therapist
- SEAL small group work (Social and Emotional Aspects of Learning)
- Educational Psychologist
- iPads / access technology
- Range of literacy and maths interventions
- Specific Learning Difficulties (SpLD) interventions, e.g. Nessy, Alpha to Omega
- Access to ALL extra-curricular activities and clubs
- Advice and support from School Nurse Team
- Paediatric First Aiders
- Life Skills
- Outdoor learning
- Transition arrangements, planning and support

3.2.5. The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

4. Review and Implementation

4.1. The Accessibility Plan is reviewed annually by the Local Governing Body. In addition, it will be reviewed three years following consultation with the larger school community and parents

4.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

Appendix 1
 Millbrook Primary School Accessibility Plan
 2017- 2020 Draft

Access to the Curriculum					
Priority	Lead People	Strategy/ Action	Resources	Time	Success Criteria
Continue to develop inclusive, quality first teaching.	All teaching staff.	Information for teachers on differentiating and personalising the curriculum for pupils with additional needs.	Staff meeting time and staff training.	Continuous	Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations and data show that all children make progress within lessons. Core Offer sheets show the reasonable adjustments being made to support children.

Access to the Physical Environment					
Priority	Lead People	Strategy/ Action	Resources	Time	Success Criteria
Clearly marked disabled parking bay	Headteacher/ Chair of Governors	When the new car park is marked out (2017) another disabled parking bay will be included.	Part of building work.	During the new build.	The disabled parking bay will be clearly marked and available for those who need it.
Improve the quality of provision for children with Social, Emotional, and Mental Health needs.	SENCo	Increase number of tranquil spaces within school for pupils with additional needs (library plus outdoor areas)	Funding for quiet area outside.	During spring and summer term.	All pupils who need access to a tranquil space or safe space due to emotional needs, have a designated space/s (described in pupil profile).
The terrapin classroom block will be easily accessible by all.	Headteacher/ Chair of Governors/ Project manager	Extend ramp to improve angles	Part of building work carried out by VAT	Sept 17	

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