

Accessibility Plan

Milton Road Primary School



"We want our children to be happy and healthy today, fulfilled in the future and able to make their world an even better place."

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| Approved by: | Rae Snape | Date: 15 th July 2023 |
| Last reviewed on: | 15 th July 2022 | |
| Reviewed by: | Resources Governors | Date: 18 th November 2024 |
| Ratified | Full Governing Body | Date: 2 nd December 2024 |

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1. Aims and Ethos

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

School Ethos

Milton Road is a happy, creative, friendly and successful primary school in the north of the historic City of Cambridge. Milton Road serves children and families from within the school's catchment area and beyond. We are an inclusive school, subscribing to an ethos of CREW, where everyone is welcome and that there are "No Outsiders". We are also very proud of the linguistic, social, and cultural diversity of the families that we serve and we take an active role in our community.

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.

The school supports any available partnerships to develop and implement the plan. The school works closely with the Local Authority SEND Team, including the START team and the Virtual School as well as other partners such as Castle Special School.

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

We hope to engage a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school and this document is open to ongoing consultation and review.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid, additional training or adjustments to premises.

3. Action plan

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

| AIM | CURRENT GOOD PRACTICE Include established practice, and practice under development | OBJECTIVES State short, medium and long-term objectives | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|--|---|---|---|---|-----------------------------|---|
| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> Our school offers an ambitious curriculum for all pupils and adaptations are made to ensure all children can access the learning and experience success We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils | <p>The curriculum is monitored by senior and subject leaders to ensure that the curriculum objectives are as accessible to all as so far as it is possible.</p> | SEND adaptations published on website for each subject | <p>Subject leaders</p> <p>Inclusion Leader/AHT</p> <p>Deputy Head</p> | July 2023 | All documents on the website |
| | | <p>The school has a wide range of resources to support learning including e.g. Numicon</p> | Continue to review the needs of the pupils, particularly new children entering the school and ensure that adapted resources or specialist resources are procured. | <p>Subject leaders</p> <p>Inclusion Leader/AHT</p> <p>Deputy Head</p> <p>Class teachers</p> | October and Termly | Suitable resources are available for pupils |
| | | <p>Where necessary additional bespoke resources are purchased or created e.g. chairs, quiet spaces</p> <p>Targets are set at the start of the academic year</p> <p>The curriculum is monitored by the Inclusion Leader and by Subject Leaders</p> | <p>Target setting in October</p> <p>Termly monitoring of progress</p> <p>Subject monitoring release time</p> | <p>Head teacher</p> <p>Deputy Head</p> <p>Inclusion Leader/AHT</p> <p>Subject leaders</p> <p>Class teachers</p> | October and Termly | Teacher Assessments, PIRA and PUMA tests are implemented and provision is reviewed in light of outcomes |

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|---|---|---|--------------------------------|--|-----------------------------|--|
| Improve and maintain access to the physical environment | <p>The school environment at Milton Road was thoughtfully designed to meet the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Classrooms and facilities including grounds all on one level • Wide Corridors • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height | Continue to monitor the accessibility of the school site for all users. | Make adaptations as necessary. | Head teacher, Operations Team and Site Manager Governors | July – Ongoing | Where adaptations are required the school acts swiftly to make necessary changes |
| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Sign language • Large print resources where required • Pictorial or symbolic representations • Partnerships with a wide range of other professionals from Health Services | Continue to monitor the accessibility of communication methods | Make adaptations as necessary. | Head teacher Inclusion and Office Manager Teachers/Teaching Assistants | July Ongoing | Where communication methods need to be changed the school acts swiftly to make necessary adaptations |

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Inclusion leader/Assistant Head teacher and the head teacher.

It will be approved by the governing board

5. Links with other policies

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

- SEND Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information website report
- Supporting pupils with medical conditions policy