

Millbrook Community Primary Accessibility Plan 2014 -17

Millbrook Primary School has been described as having a 'welcoming and warm environment in where pupils are polite and well behaved.' We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. 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 for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how Millbrook Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

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

Areas of planning responsibilities

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Contextual Information

Millbrook Primary School has been in its current location since 1957. The infant and nursery classrooms are situated in the single storey part of the building whilst the junior classrooms are situated in the two story part of the building. Two classrooms and an ICT suite in the juniors are accessed by two sets of stairs. A Disabled toilet is available on the ground floor.

The main Reception area has wheelchair access as do all EYFS classrooms and school halls.

At present we have no wheelchair dependent pupils or members of staff. We do have a small number of parents and grandparents who are wheelchair dependent.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities including autism.

We have a small number of pupils who have a visual impairment. We have a small number of pupils with physical disabilities such as cerebral palsy.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access. CPD for dyslexia, differentiation and recording methods.	On going and as required in partnership with Northwood DSP	SENDCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs. Staff access appropriate CPD Online learning modules if required	As required	SENDCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENDCO	All staff aware of individual needs
Use ICT software to support learning.	Make sure software installed where needed.	As required	SENDCO	Wider use of SEN resources in classrooms

All educational visits to be accessible to all	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE co-ordinator	All to have access to PE and be able to excel

Improving access to the physical environment of the school

Millbrook Primary School is continuing to grow and develop – an extension is being added in September 2014 in order to enable Rainbow childcare to offer the two year old provision for disadvantaged pupils including pupils with SEND.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the PPP process when required	As required	SENDCO	PPPs in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on-going if required	Headteacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers	Annually	Headteacher	Parents have full access to all school activities

	through newsletter Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ Site manager/ LA Surveyor	Re-designed buildings are usable by all
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Site manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	SENDCO SENDCO	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required as required	ICT	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from Sensory Impairment team on the appropriate equipment	Ongoing	Sensory Impairment team	All children have access to the equipment

All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	On-going and as required and as appropriate	LA Site Manager	All disabled staff, pupils and visitors able to have safe independent access
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Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English	During induction	All Key Stages /School office	All parents receive information in a form that they can access
	School office will support and help parents to access information and complete school forms	On-going	School Office	
	Ensure website and all documents accessible via the school website can be accessed by the visually impaired.	Current	Administrator and technician	
All parents understand what are the headlines of the school information	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENDCO	Staff produce their own information
Annual review information to be as	Develop child friendly IEP	On-going	SENDCO	Staff more aware of pupils

accessible as possible	review formats			preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	2014	SENDCO	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required Currently being provided for parent	SENDCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	2014	Office	All can access information about the school

