



**MILECASTLE PRIMARY SCHOOL  
SCHOOL ACCESSIBILITY PLAN 2021-24  
TO BE READ IN CONJUNCTION WITH  
SCHOOL'S SEND INFORMATION REPORT**

*Awaiting Governor Approval*

## **INTRODUCTION**

This Plan meets the requirements of school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

The school recognises its duty:

- not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services;
- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to publish an accessibility plan which will plan to increase access to education for disabled pupils.

## **AIM**

Milecastle aims to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improve the availability of accessible information to disabled pupils.

**Definition of Disability under the Equality Act 2010 which states that a person has a disability if:**

- **they have a physical or mental impairment that has an adverse, substantial and long term negative effect on their ability to carry out normal day to day activities.**

## **PURPOSE**

The purpose of this plan is to show how Milecastle Primary School intends to increase the accessibility of our school for pupils with a disability. At Milecastle Primary School we value the individuality of all our children. 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 needs and we have high expectations of all pupils. Staff and governors are committed to removing barriers which impede learning and prevent all pupils from achieving.

**The school has set the following priorities for the development of the vision and values that inform the plan:**

- Annual review of the school's Strategic Vision statement and School Development Plan.
- Annual review of school's Inclusion, SEND and Inclusion policies.
- Undertaking the new school Inclusion Quality Framework (IQF).

## CONTEXTUAL INFORMATION

Milecastle Primary School underwent a major refurbishment programme in 2010-11, re-opening in January 2012. Accessibility issues identified in audits were addressed as part of the rebuilding programme. These included:

- the installation of a disabled toilet and accessible fittings
- widening of doors for disabled access
- a hearing loop, other acoustic alterations, improved lighting and lowered reception desk access
- improved circulation throughout the building
- contrasting paintwork
- signs which included Braille lettering
- disabled car parking and additional visitor parking
- dropped kerbs
- improved access including the installation of ramps
- demolition to make the building single story throughout.

It has more recently (September 2024) had a track and hoist fitted to the disabled bathroom. The current site also includes playing field and yards, garden and wildlife areas.

**The school has set the following priorities for the development of information and data to support the school's accessibility plan:**

- Early identification of pupils and parents requiring alternative communication. Use of the information on admission/registration forms to audit the accessibility needs of pupils.
- Use of information from support agencies to support the needs of pupils and remove barriers to learning.
- To improve the provision of information in alternative formats when required or requested.
- To continue to monitor the physical environment to ensure the needs of pupils, staff and visitors are met.

## THE CURRENT RANGE OF GENERAL NEEDS WITHIN SCHOOL

The school usually has children who have some kind of additional need. We have children with moderate and specific learning difficulties including ASD, ADHD, dyspraxia, dyslexia and hearing impairment. School works with external agencies (health, social services, SENTASS) to support these pupils in school.

We also have pupils with medical needs who require medication and emergency medication to mitigate allergic reactions. Healthcare plans are in place for these pupils and staff have received the appropriate training to monitor medication and administer an EpiPen in an emergency. A member of staff is assigned to support these children at key times during the day, including at lunchtime. Parents and staff work together to produce care plans. School staff also work in consultation with medical staff **e.g. the epilepsy or diabetic nurses** to support children in school with additional medical conditions.

School will have children on roll whose needs may be temporary and staff will work to ensure that these needs are met equally well during the time of need.

## INCREASING ACCESS TO THE SCHOOL CURRICULUM

*This includes teaching and learning and the wider curriculum of the school including extra-curricular activities, educational visits.*

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

It is a core value that all children are able to participate fully in the broader life of the school. All children have opportunities to join age relevant extra-curricular activities beyond and within the school day. All children are included in a range of educational visits which support and stimulate the school curriculum. Staff consider the needs of all pupils when planning these activities and carry out appropriate risk assessments to ensure all children may participate. Advice is sought from other adults involved with children who may have special requirements and from health and safety officers.

School already makes additional provision for pupils with special educational needs to access the curriculum through the SEND Framework and **Universally Available Provision Guidance** and this will also cover many disabled pupils. SENSA and SA support and resources are targeted to support those pupils within school.

## **The school has set the following overall priorities for increasing curriculum access:**

Early identification and assessment of children's needs and expertise sought to support the children in school from parents and practitioners.

- Staff training on specific learning needs e.g. dyslexia, speech and language issues.
- The allocation of resources e.g. laptops, coloured acetates, consumable materials and equipment from the delegated budget allocated to resources.
- Ensure that all curriculum development work reflects fully the requirements of the Equality Act 2010.

## **IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL**

*This includes improvements to the physical environment of the school and physical aids to access education.*

The physical environment of the school has a differential impact on access for different groups of disabled pupils. Different aspects of the physical environment need to be considered in relation to different groups of pupils.

Physical aids to access education may include a wide range of equipment and may not necessarily be in place to meet the specific needs of an individual child. Provision will therefore be negotiated once the child's specific and unique needs are known. This provision will also include the allocation of equipment for staff.

School is well equipped and resourced to meet the needs of the general school population and resource provision is a feature of the **SEND SDP**. This provision is subject to annual planning and review. When building maintenance and repair work is carried out consideration is given to recommendations linked to accessibility.

Governors will use the school's delegated budget and devolved formula capital to meet specific need, adhering to best value principles.

## **PROVISION IN AN EMERGENCY**

Children with specific physical needs will have their own emergency evacuation plans. Named adults are responsible for the child's evacuation in an emergency. We have regular evacuation practices, record and act upon any issues arising.

**The school has set the following priority for physical improvements to increase access:**

- Continue to look at the external site to ensure improved access, including compliance with all health and safety regulations.

## **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. This may include: handouts, timetables, worksheets, notices, information about school event, all curriculum material, displays, material on ICT systems. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and should be made available within a reasonable time frame. E mails and the school website will also be used as an alternative to paper communication.*

In planning to make written information available to disabled pupils and/or parents school will establish the exact need and then meet it. School will use Local Authority expertise and support agencies as well as its own ICT infrastructure to access a range of materials supportive of needs.

Teaching and support staff will always need to be sensitive to presenting materials to children in appropriate formats e.g. reading aloud, audio recordings, online materials, visualisers, interactive boards, iPads.

**The school has set the following priorities for providing information for disabled pupils:**

- Annual audit of need to have written material available in different formats e.g. Braille, large print **where required**
- Ensure school is aware of appropriate support agencies which can provide or support the production of written materials in alternative formats

## **CONCLUSION**

Milecastle Primary School is committed to the provision of high quality, non-discriminatory education for all its pupils. It continues to work to meet the requirements of the Equality Act 2010 in its current physical environment and with its current cohort of pupils. The school successfully works with multi disciplinary professional teams to deliver an inclusive education to all its pupils.

This Plan will need to be considered alongside these additional policies: Inclusion, Equal Opportunities, S.E.N, Health and Safety, Supporting Children in School with Medical Needs.

## TARGETS FOR ACTIONS 2024-27

The Accessibility Plan will be monitored by the Local Governing Body.

Area	Target	Strategies	Timescale	Success Criteria
Access to the curriculum	Ensure the needs of children with disabilities are included in planning, including educational visits.	Collect relevant information about children on entry and ensure it is communicated to all adults in school. Liaise with previous settings and other agencies working with the family.	Ongoing	The needs of the children are met.
Pupil progress	Monitor the progress and attainment of all pupils.	Children to feature in pupil progress reviews, SEN reviews with SENCo	ongoing	All children will make progress in their learning.
Physical environment	To continue to develop outdoor play provision for all children as part of OPAL including accessible resources as appropriate.	Work with pupils, staff, parents and wider stakeholders to purchase or receive resources to enhance outdoor play.	Ongoing	Variety of resources including accessible resources as appropriate in use.
Communication	To ensure all written communication is as clear as it can be for all groups of children/families.	Provide clear written information using a large font and visuals where possible. Use school website and e mails for communication.	ongoing	All information is communicated effectively.
Staff training	To ensure staff training is	Use of performance	annually	Appropriate and varied activities

	updated to meet the differing learning needs of children in school.	management and staff voice to determine training needs as well as knowledge of pupils and their disabilities to secure the appropriate training.		for all children in all classes. No child excluded from the majority of activities.
--	---	--	--	---