



The Milford Academy

ACCESSIBILITY POLICY AND PLAN

Ratified at Governors 18.5.23

- M - Motivated
- I - Independent
- L - Learning
- F - Forward Thinking
- O - Outstanding
- R - Respect
- D - Determined

I. Vision Statement

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The purpose of this plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how the school will address priorities identified in the plan. The plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the Accessibility Plan the school has set up the following priorities:

- To provide safe access throughout the school for all users, irrespective of their disability
- To ensure that the teaching and learning 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.

According to the Act, it defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

At the Milford Academy we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in The Milford Academy's aims, which state:

- A school that provides an aspirational, supportive and caring environment with high expectations of all members of its community, but where each individual receives the support necessary to realise realistic targets.
- An inclusive school, that embraces and celebrates the cultural diversity of all its' members whilst providing a broad, balanced and vigorous curriculum that enables each individual to maximise their potential.
- A school that seeks to have a positive and creative impact on the local community.
- A school that encourages children, staff and parents alike to be life-long learners and meet the challenges of a rapidly changing world.
- A school that believes all children can achieve.
- A school that is happy and safe which enables each individual to mature and develop a positive self-image and recognise that everyone is special.
- A school that is enjoyable, fun and develops a love of learning.
- A school that is fair and encourages and inspires all the members of its community.
- A school that develops children's sense of purpose and discipline.
- A school that encourages children to live active, healthy lives.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of school.

The Milford Academy is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Policy
- Special Education Needs
- Equal Opportunities and Diversity

At The Milford Academy we incorporate the views, wishes and feelings of the child and the child's parents. We believe that pupils do best when staff and parents/carers work together and therefore ensure the child and their parents/carers participate as fully as possible in decisions, and are provided with the information and support necessary to enable participation in those decisions. We ensure the right support is provided for the child, and the child's parents, in order to facilitate the development of the child and to help them

achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

The Milford Academy is committed to working closely with statutory and voluntary external support agencies. To increase access to the curriculum, physical environment and written information for pupils with a disability, we will seek advice from professionals outside our school e.g. health or local authority. We will discuss this fully with parents/carers before contacting any agencies.

We value the partnership between parents/carers and staff but should a problem arise parents/carers are asked to discuss this fully, initially with the class teacher. Subsequently, if any issue is not resolved it should be discussed with the SENCO and if still not resolved with the Head Teacher. Any complaints will be treated in accordance with our complaints procedure.

2. Accessibility Plan

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The tables below set out how the school will achieve these aims.

Aim: Increase access to the curriculum for pupils with a disability

Targets	Strategies	Timescale	Who	Success Criteria
Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Ongoing	All staff Inclusion Team	Increased access to the curriculum. Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	Ongoing	All staff AG/sports staff	Increased access to the curriculum. All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.
Classrooms are organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual	Ongoing	All staff	Increased access to the curriculum. Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.

Reviewed May 2023– J. Wallace / L. Butler

Review date: May 2025

	class bases. Discussions with IES.			
Appropriate use of specialised equipment to benefit individual pupils and staff.	Coloured overlays for pupils with visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty. Grab rails where needed Link to Oakfield outreach to supply school with appropriate equipment (chairs, trikes)	In place and ongoing.	All staff	Increased access to the curriculum. Needs of all learners met.
Appropriate use of colour schemes for pupils with dyslexia.	Dyslexia awareness training Changes to white paper and computer screen background.	Ongoing	All staff IES team	Increased access to the curriculum. Needs of all learners met.
Awareness of the need of some pupils to be in an environment which is less bright	Use of hessian and pastel shades of paper on wall display in classrooms	In place	All staff	

Aim: Improve and maintain access to the physical environment

Targets	Strategies	Timescale	Who	Success Criteria
Ensure, when arranging year group locations that disabled pupils are in accessible classrooms.	Ramped access to modular building in KSI and wider doors to allow wheelchair access and avoiding steps. Avoid classroom down the corridor with stairs in the hall.	On going	SENCo	Physical accessibility of school increased.
Ensure the hoist is in working order.	Serviced regularly - on 11 th September 2020	In place and ongoing	SENCo	Physical accessibility of school increased.
To develop safety around doors.	Safety devices attached to doors.	Ongoing	Site Manager	Physical accessibility of school increased. Prevent trapping fingers.
Maintain Safe Access around exterior of school.	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Ongoing	Site Manager	Physical accessibility of school increased. Disabled people to move unhindered along exterior pathways.

Aim: Improve the delivery of written information to pupils

Targets	Strategies	Timescale	Who	Success Criteria
Review all admissions literature and website to make clear our provision for pupils or visitors with SEN.	Update website and school prospectus.	On going	LB /RF	Communication improved.
To ensure smooth transition both within Milford and KS2 to KS3.	Invite secondary school SENCo to Summer / Spring Term review meetings and hold meetings with Y6 staff.	Summer Term	SEnCo, Farnborough SENCo, Y6 teachers	Communication improved.
Ensure provision at Milford is advertised and up to date on Local Offer.	Attend SENCo training / networks.	Ongoing Checked Sept 18	JW/RF/LB	Communication improved.

3. Access Audit

CURRICULUM	Yes	Some	No
The appropriate use of ICT will be used to support students with disabilities and provide alternative formats for presenting information.	when required		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	when required		
Are your classrooms optimally organised for disabled pupils?	✓		
Do lessons provide opportunities for all pupils to achieve?	✓		
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to pupil diversity?	✓		
Are all pupils encouraged to take part in music, drama and physical activities?	✓		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Training provided when needed.		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓		
Do you provide access to computer technology appropriate for students with disabilities?	✓ Ramp to ICT suite		
Are school visits made accessible to all pupils irrespective of attainment or impairment?	✓ Extra staff for 1:1 when required		

Are there high expectations of all pupils?	✓		
Do staff seek to remove all barriers to learning and participation?	✓		
PHYSICAL SURROUNDINGS:	Yes	Some	No
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?	✓ All areas accessible, however pupils may need to access using an alternative route due to some stairs in school.		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓ When required		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?	✓ Regular fire drills in school. PEEPs (personal emergency evacuation plan) completed as needed		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?			No lifts in school.
Are areas to which pupils should have access well lit?	✓		

Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics and noisy equipment?	✓ aware that modular buildings floors sometimes reverberate.		
Is furniture and equipment selected, adjusted and located appropriately?	✓		
ACCESS TO THE WRITTEN WORD	Yes	Some	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓ Makaton signs, symbols used daily in Early Years.		
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓		
Do you have the facilities such as ICT to produce written information in different formats?	✓ Widget		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓ Regular SEN staff meetings, training, regular audit of CPD.		