We Care. We Aspire. We Belong

Milverton Community Primary and Pre- School

Accessibility Plan 2024-2027

Reviewed February 2024

Updated November 2024

Signed: Dr Clare Adams (SEND Governor) November 2024

Vision

Together, we are building a community of successful lifelong learners: we challenge ourselves to achieve whilst sustaining spiritual, moral, emotional and economic well-being. The world is our classroom.

At Milverton Community Primary and Pre-School we value inclusion for all children and ensure that everyone in our school community prioritises and embodies our school values: We Care. We Aspire. We belong. At Milverton Community Primary and Pre-School we aim to provide an environment where all pupils feel safe and can flourish. We are committed to providing an education that enables all pupils to make progress with the right level of support, care and encouragement to achieve their best and become confident individuals living fulfilling lives.

At Milverton Community Primary and Pre- School we are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide. We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

Aims

The purpose of this plan is to show how Milverton Community Primary and Pre-School intends, over time, to increase the accessibility of our school for disabled pupils, parents and carers, staff and visitors to the school. This plan should be read in conjunction with our schools' other policies and procedures. The plan will be made available online on the school website, and paper copies are available upon request.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

1. He / she/them has a physical or mental impairment, and
2. The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan identifies the on-going actions of the governing body of Milverton Community Primary and Pre-School to increase access to education for pupils with Special Education Needs and Disabilities (SEND) in the following three areas;

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

School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period of 3 years.

Audit

In order to develop this plan the headteacher, SENCO, Premises Manager and relevant governors have completed a physical, learning and information audit and action plan. This information is used to identifying long term, medium term and short term actions to improve the access for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

We recognise and value parent's/ carer's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent /carer's and child's right to confidentiality.

Where applicable for individual pupils we are aware that we may need to seek external support such as through the Access and Assistive Technology Team https://www.supportservicesforeducation.co.uk/Services/3323

Objectives:

As a school, we have identified the following area for development to ensure access to education for all pupils within the school. This Accessibility Plan contains relevant and timely actions to work towards the following objectives:

Strand 1 - Further ensure access for disabled pupils to the curriculum

To develop a quieter play area in the KS1 playground

We currently have 3 pupils in Reception and KS1 with hearing aids. There is a hearing loop within the school hall. The KS1 playground can be noisy at playtimes with approximately 90 children playing in this space. We also have a number of children with sensory processing difficulties who may find it challenging to self-regulate in this noisier busy environment. The sheltered area with 2 picnic benches outside the main school building is intended as a quiet space for children during playtimes, but this is not consistently in place. We will increase the availability of quieter play time activities within this space, for example colouring equipment and books for reading, to ensure all pupils are able to participate in comfort during their leisure time. We will explore ways to ensure that all staff on duty on this playground are able to implement this quieter play space and look into roles and responsibilities of the older children in the school to support in maintaining this space for the younger children.

Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

Update – November 2024
Work continues on this strand. Further adjustments to the playground environment resources are to be implemented during this academic year. We are continuing to explore how the older pupils can support the younger pupils in the KS1 playground through our buddying system.

Strand 2 - Improving access to the physical environment

To develop access to the school site for wheelchair uses

We currently have 2 children using self-propelled wheelchairs during the school day. The school site is fully wheelchair accessible, once within the school boundaries. We currently have 1 disabled parking bay that is located within the staff car park in front of the school building. There are no disabled parking bays in the main car park and there are 3 kerbs that need navigating to get from the main car park to the main school gates or front reception. The pedestrian pathway is uneven and would prove challenging for a child needing to self-propel over the terrain. For this strand we will explore how to ensure better access for wheelchair users to get to the main school building from the car park. We will seek support from outside agencies, including the Access and Assistive Technology Team to improve access to the physical environment further.

Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

Update – November 2024
Work has been completed for this strand. An audit, proposal and plans were completed and submitted by the Access and Assistive Technology Team to County. A further disabled parking bay has now been installed in the car park, with 3 dropped kerbs now in place to ensure the route from the disabled bay to the school gates is fully accessible for wheelchair users.

Strand 3 - Improving the delivery of written information to disabled pupils

To use the symbol program Widgit Online to facilitate access to written information across the curriculum

The audit has highlighted that we have the arrangements available to provide information in symbols for students who may have difficulty accessing standards forms of written information. In Spring term 2023, Milverton Community Primary and Pre-School subscribed to Widgit Online, a program using symbols to help communicate ideas and information.

Symbols are images that are used to support text, making the meaning clearer and easier to understand. They provide a visual representation of a concept. The symbols provide a comprehensive collection of images that give greater support that clipart or other idiosyncratic visuals. They help the reader independently grow their own vocabulary. Symbols can help support communication and interaction, through supporting individuals to make choices and to express themselves. They can aid understanding, which can increase involvement, engagement and access to the curriculum. They can make information more accessible and easier to understand and use, than purely written forms.

Training on Widgit Online has been given to the full teaching team, both teachers and teaching assistants and all members of the teaching team have access to the school account. Some members of staff are familiar with the program and confident in using this to tailor and adapt resources within teaching and learning for groups and individual pupils. Other members of staff will need further time, training and support to use Widgit Online effectively to support the learning of pupils within their classes.

For this strand we will look to develop the use of Widgit Online throughout the school to support inclusion for all pupils who require information to be presented visually, in addition to written form, to be able to access and engage fully with the curriculum.

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables and information about the

school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Update – November 2024
Work continues on this strand. Widgit resources are being used through the school, but this needs to be developed further to ensure continuity of practice throughout the school.

ACCESSIBILITY AUDIT

Completed by: Acting Headteacher, Assistant Headteacher, SENCO, Office Manager

Date completed: 6.2.24

Physical Access Audit and Plan					
Item	Issue	Yes	No	N/A	Action
1	Is furniture and equipment selected, adjusted and located appropriately?	X			
2	Are pathways and routes logical and well signed?		X		Wheelchair access from main car park due to 3 raised curbs. This is being looked at currently.
3	Do you have emergency and evacuation procedures to alert all students?	X			
4	Is appropriate furniture and equipment provided to meet the needs of individual students?		X		Currently seeking guidance from access and assistive technology team to support individual children's needs.
5	Do furniture layouts allow easy movement for students with disabilities?		X		Yes, however some classrooms are smaller than others.
6	Are quiet rooms/calming rooms available to children who need this facility?	X			We need to develop this provision due to increasing need within our cohort.
7	Are car parking spaces reserved for disabled people near the main entrance?	X			We have a need beyond the 1 disabled space available. This is being looked at currently.
8	Are there any barriers to easy movement around the site and to the main entrance?	X			Doorways are narrow and there is a double doorway at the entrance and a slope on the KS1 playground.
9	Are steps needed for access to the main entrance?		X		
10	Do all steps have contrasting edging?		X		Some have worn off.

11	If there are steps, is a ramp provided to access the main entrance?	X			
12	Is there a continuous handrail on each ramp and stair flight and landing?		X		We have a handrail on all ramps but not on all sets of steps.
13	Is it possible for a wheelchair user to get through the principal door unaided?		X		
14	If no, is an alternative wheelchair accessible entrance provided?		X		Additional support is needed to assist when coming through the main entrance.
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?		X		Additional support is needed to assist when coming through the main entrance.
16	Do all internal doors allow a wheelchair user to get through unaided?		X		
17	Do all the corridors have a clear, unobstructed width of 1.2m?		X		
18	Does each building have a wheelchair accessible toilet?		X		In the main building and Toasties we do have wheelchair accessible toilets.
19	Does the relevant block have accessible changing rooms?			X	We have a large disabled toilet in the main building with an accessible changing table.
20	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?			X	
21	Does the building have a lift that can be used by wheelchair user to allow access to different levels?			X	
22	Is there a continuous handrail on each internal stair flight?			X	
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.			X	
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?		X		Individualised PEEPs have addressed this.
25	Could any of the décor be confusing or disorientating for students with disabilities?		X		
26	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		X		
27	Is a hearing induction loop available (either fixed or portable) in the school?	X			In the hall.

Learning Access Audit and Plan

Item	Issue	Yes	No	N/A	Action
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		X		Specific training provided to support individual needs of children as necessary.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	X			
3	Do all staff seek to remove all barriers to learning and participation?	X			
4	Is teaching appropriately adapted to meet individual needs so that children and young people make good progress?	X			
5	Are all children and young people encouraged to take part in music, drama and physical activities?	X			
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?	X			
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	X			
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	X			
9	Do you provide access to appropriate technology for those with disabilities?	X			

Information Access Audit and Plan					
Item	Issue	Yes	No	N/A	Action

1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	X			Provided for current students as needed.
2	Do you have the facilities such as ICT to produce written information in different formats?	X			
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	X			