



# Mill Lane Primary School Accessibility Plan June 2021

Updated: Judy Stanyard
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# MILL LANE PRIMARY SCHOOL

## Introduction

Mill Lane Primary School caters for pupils aged 3 – 11 years old. We cater for mainstream children and we also have an Additionally Resourced Provision (ARP) for children with speech, language and communication difficulties. Our children have a wide range of needs, including students with Autistic Spectrum Disorder (ASD), hearing impairments, receptive and expressive language difficulties, physical and verbal dyspraxia, speech sound disorders and moderate learning difficulties (MLD).

Some of our students have a statement and/or an Education Health Care plan (EHCP)

It was a purpose built building, designed and built in approximately 1980.

The proportion of students known to be eligible for Pupil Premium funding is 54%. Our pupils have a range of nationalities and 62% have English as an additional language (EAL).

We believe that this Accessibility Plan is compliant with current legislation and requirements specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Governing body is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a 3 year period.

## Vision and values

By working together, our pupils will enjoy a creative, innovative, exciting and challenging curriculum within a safe environment which will enrich and enhance every child's learning.

We aim to achieve our vision by

- creating an ethos where everyone values and respects themselves and each other
- creating an inclusive environment which fosters a sense of belonging
- enabling our young people to fulfil their potential through high expectations, aspirations and learning opportunities which meet their individual learning needs
- the promotion of pupil voice where opinions are valued, encouraged and which can influence change

Underpinning these aims are our values:

At Mill Lane, we value being

- Here
- Happy
- Healthy
- Hardworking
- Honest

Mill Lane Primary School is accessible, inclusive and has close links to and with the community. It is a school where diversity is celebrated and strong partnerships are built. It provides an environment where students are offered every opportunity to maximise their potential, grow in confidence and above all, be happy.

### **Access and Mill Lane Policy and Procedures**

The Equality Act 2010, replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. We adhere to the Equality Act throughout all of our policies and practice to ensure that students access learning and the school environment.

Mill Lane, is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum through expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; 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

- Continually improving the physical environment of our 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
- 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
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts or timetables providing information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

### **Definition of a Disability**

The definition of disability under the law is a wide one. A disabled person is someone who has a:

Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition **includes, but is not exclusive to, people** with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus. Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia, **Arthritis** and HIV **are some, but not all, of the medical conditions deemed disabilities**. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included. **As a school, we are aware that there are many hidden disabilities which can have an effect on people's lives.**

If a person has been disabled in the past (for example, those who have recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

It is likely that every school in Stockton has disabled pupils, staff members and service users.

### **Information gathering**

In meeting the duty to collect and publish this information we have looked more closely at the following in order to formulate a meaningful access plan.

Key starting points have assessed:

- The nature of the school population (**pupils and staff**) for whom the school is planning
- The nature of the school, including a consideration of the impact of the school's existing plans and priorities

Pupil information will include a range of data:

- Pupils already in school and moving through it
- The nature of the future intake (advance information from pre-school/primary school etc.)

We have considered provision by conducting an audit of school's strengths and weaknesses in working with disabled individuals. As part of this audit we considered:

- The level of staff awareness of Equalities legislation
- The presence of disabled pupils and their participation in the life of the school, for example, patterns of attendance and exclusions, areas of the curriculum to which disabled pupils have access and the participation of disabled pupils in after school clubs and school visits.
- The impact on disabled pupils of the way the school is organised, for example, school policies and practices around the administration of medicines, time-tabling, anti-bullying policy, school trips and teaching and learning.
- The physical environment of the school
- The curriculum
- The ways in which information is currently provided for disabled pupils
- Outcomes for disabled pupils including end of key stage results and achievements in extracurricular activities

### **Involving disabled people**

We involve our students in decision making via the School Council and have invited parents to contact school should they have any matters that they wish school to address or to explore.

The plan has been informed by:

- The views and aspirations of disabled pupils themselves
- The views and aspirations of the families of disabled pupils
- **The views of disabled staff members**
- The priorities of the local authority

## Access Plan for Mill Lane Primary School

(from June 2021 to June 2023)

The Accessibility plan covers three main areas;

- The curriculum
- The physical environment
- Communication with families

### 1. Increasing access to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-evaluation and continuous professional development we aim to enhance staff knowledge, skills and understanding to promote outstanding learning for all children. 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 are encouraged to attend school clubs, leisure and cultural activities with frequent visits and real life experiences.

<b>Curriculum</b>	<b>Physical environment</b>	<b>Information for pupils</b>
<p>The curriculum addresses the needs of students as individuals in addition to fulfilling the statutory requirements to provide access to the National Curriculum.</p> <p>At Mill Lane, we follow the national curriculum programmes of study (POS) and we use a creative curriculum to meet the needs of the varied and individual needs of our students. In practice this will mean that some students will follow modified POS and may use POS from earlier key stages. There may be some students whereby it is stated within their EHCP that the full range of NC subjects will</p>	<p>The school is fully accessible for all students, staff and visitors. The Outdoor environment is also fully accessible.</p> <p>The school has wide doors to accommodate wheelchairs and ramps where appropriate.</p> <p>Heavy doors, sharp narrow turns and cluttered corridors are barriers to access. Where classroom space is tight, adjustments may have to be made to classroom layout in order to facilitate access.</p> <p>Some pupils with a disability will need specialist furniture in order to access the curriculum. Schools</p>	<p>All information issued by school aims to be user friendly. Makaton signing and symbols are used for students that are able to access/use it.</p>

<p>not be followed due to a personalised timetable and the need to address personal priority needs. We ensure that all students can access activities that we offer and adaptations to equipment and activities are made to fulfil this aim. For students to access the curriculum lessons are highly differentiated and take account of individual learning difficulties. Priority is placed upon student participation, in as independent a way as possible. Adults are clear about the learning outcomes of the lesson, class and individuals.</p> <p>Good communication may be supported by the use of signing, symbols, EYE Gaze, and low and high tech communication aids (Alternative and Augmentative communication (AAC) devices). All students have appropriate access to technology to support their learning.</p> <p>We use adapted curriculum materials and sensory approaches for children with sensory impairments and provide suitable environments and teaching methods for students with more complex needs.</p> <p>As a school we encourage independence in our students and strive to ensure that they experience full and rewarding lives.</p> <p>Specific staff training to improve access to the curriculum is available.</p>	<p>have a responsibility to provide auxiliary aids and services for disabled pupils and this can include specialist equipment. Schools should make themselves aware of any existing support to purchase equipment.</p> <p>The design and creation of the outdoor area and all outdoor learning spaces throughout school will ensure equality of opportunity for all students in both its design and timetabling access.</p> <p>On admission to Mill Lane an assessment is made regarding the needs of each individual student to ensure that facilities are accessible and, where appropriate, any necessary identified adaptations will be made to ensure accessibility.</p> <p>Mill Lane will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking any potential future improvements and refurbishments of the site and premises, such as lighting, acoustics, colour schemes and more accessible facilities and fittings.</p>	
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<p>Any identified specialist equipment that will increase access to the curriculum for disabled pupils will be purchased.</p> <p>Regular reviews of the participation of disabled pupils will inform future developments in inclusion.</p> <p>The school will continue to seek and follow the advice of LA services, such as the SEN Team and appropriate health professionals to ensure that barriers to learning are reduced and enable students to fulfil their potential.</p> <p>Students in school enjoy learning in lots of exciting ways. Every minute of the day is an opportunity to learn, including class based activities, outdoor learning, physical activities, visits into the community, dinner time and play time.</p>		
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Associated Policies and plans

This plan should be read in conjunction with other relevant documents, including:

Equality and Diversity Policy; Teaching and Learning Policy; SEN Policy and Risk Assessment Policy