



Millfield L.E.A.D. Academy

A L.E.A.D. Academy



Accessibility Plan

| Adopted / reviewed | Date | Signature |
|--------------------|-----------|-----------|
| Adopted | Sept 2017 | |
| Reviewed | Sept 2018 | |
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Millfield LEAD academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Millfield LEAD Academy we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Act 2010 replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The act also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

This accessibility plan is structured to complement and support the school's Equality Objectives.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|---|--|---|--------------------------------------|-----------------------------|--|
| Increase access to the curriculum for pupils with a disability | Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. | Short term To liaise with Nursery providers to review admissions before the start of academic year | To identify pupils who may need additional provision | Nursery Officer / Phase Leader/SENCO | Sept 2017 | Appropriate procedures/resources are in place |
| | Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. | To review policies to ensure they include inclusive and reflective practice | To monitor, evaluate and review current statutory policies | Headteacher SLT SENCO | Ongoing | Policies reviewed to ensure curriculum meets the needs of all pupils |
| | Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. | To establish close liaison with parents | To promote engagement, collaboration and participation with parents/carers and school. Coffee mornings, Workshops and open sessions | Headteacher, SLT | Ongoing | Engagement and involvement of parents/ carers is good. |

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| | | To ensure full access to the curriculum for all children | To review curriculum, resources, training of teachers and support staff | Headteacher, SLT | Ongoing | To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers |
| | | <u>Medium Term</u> To review SEN provision and attainment of pupils | Analyse Data on termly basis. Attend Pupil Progress meetings. | SENCo | Termly | Termly report indicate progress |
| | | To promote the involvement of disabled students in school life | To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies. | SENCo/Head teacher | Ongoing | Variety of planned activities that reflect the needs of pupils. Disabled students are fully integrated into school life. |
| | | To develop PSHE Curriculum alongside a Promoting Tolerance curriculum which addresses issues in modern day Britain | Curriculum review and new PSHE curriculum designed and implemented. Evaluate accessibility | Curriculum Leader / PSHE Leader / SLT | By Jan 18 Annually – | New PSHE and Tolerance curriculum promotes equality act and is fully inclusive. |

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| | | <u>Long Term</u> Review targets and deliver findings to Academy Advisory Board (AAB) | plan. Modify/adapt accordingly | Headteacher/Governing Body | July of each year | Targets are realistic and appropriate but challenging. |
| Improve and maintain access to the physical environment | The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> Corridor width is suitable for disabled access 1 x Disabled parking bays Disabled toilets and changing facilities in all 3 buildings Door entry system is installed Main entrance has been extended and has low level access and wide door entry systems. | To improve /increase provision of disabled parking bays Improve access for disabled users. | Include 1 x disabled bay in visitor parking spaces To move door entry system to allow for improved access by disabled users. | Business Manager / Site Manager / Headteacher Business Manager/ LEAD IT services | May 2018 Jan 2018 | Additional parking bay established. Door entry system has been relocated. |
| Improve the delivery of information to pupils with a disability | Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> Internal signage Large print resources | Ensure that all school communications use plain English | A member of SLT to check all communications to parents/carers before distribution | All staff / SLT | Ongoing | All communications will be easy to read and have clarity of purpose |

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|------------------|---|--|-------------------------------------|-------------------------------|
| Number of floors | 3 buildings all single storey with disabled access | Ensure all disabled access routes are in good state. | Site Manager | Ongoing |
| Corridor access | Corridors in original building are smaller and Year 5 area can be accessed by wheelchair users. Other classroom bases have restricted access. Corridors have been utilised for learning areas. | If needed build ramps to access Year 4 and Year 6 areas. Ensure all none necessary furniture and clutter are removed from all corridor areas. | Phase Leaders / SLT | Ongoing – with termly reviews |
| Parking bays | 1 x disabled bay in staff car park | Increase disabled parking bays by adding one designated space in visitors' car park. | Business Manager | May 2018 |
| Entrances | Entrances have wide door openings and can also be opened further. Door access system needs relocating. | Relocate door access system so suitably laced for disabled users. | Business Manager / LEAD IT services | Jan 2018 |
| Ramps | | | | |
| Toilets | Disabled toilets located in all 3 | Will need decluttering if access is required by a disabled | Phase leaders / | Ongoing |

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| | buildings. | user. | SENCo | reviews for need |
| Reception area | New large area with easy access. | Ensure access is not obstructed | All staff | Ongoing |
| Emergency escape routes | All signposted and no stairs will need to be accessed. Emergency lighting meets requirements. | Ensure all escape routes are clear of obstructions. | Site Manager / SLT | Ongoing with Weekly reviews |