



Our children leave Mile Oak thinking big with no limit on their potential. The school family works together to inspire and support every child. They learn and achieve through inspirational teaching in a lively, ambitious environment. Every child is nurtured to gain the creativity, responsibility and full breadth of skills required to take an active and fulfilling role in society.

# **Accessibility Plan**

## **Mile Oak Primary School**

Date	January 2023
Review Date	January 2024

## **Accessibility Plan**

At Mile Oak Primary School we are committed to providing an inclusive education, with high expectations for all, that ensures the best outcomes for all of our pupils. We recognise that many pupils will have additional or special needs at some time during their school life and we work hard to ensure the needs of all children are identified and supported. We embrace and encourage learning in all its forms and are committed to nurturing a learning culture in all children. We understand that children achieve in a secure and positive environment where relationships are strong and considered. This enables all children to achieve their full potential.

All schools should have an Accessibility Plan under the Equality Act 2010.

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

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:

- (a) A person has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## **Objectives**

Mile Oak Primary School is committed to providing an environment that enables full access to the school grounds and curriculum. We value, support and respect all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, cultural, sexual orientation or gender identification needs. We are committed to taking positive action with regard to disability and to developing and promoting a culture of inclusion, support and awareness within the school.

The school recognises and values parents’ knowledge of their child’s disability or needs and the effect it could have on their ability to carry out activities and access learning. We respect the parents’ and child’s right to confidentiality and recognise where this sits within the school’s safeguarding culture, ethos and practises.

The Mile Oak Primary School Accessibility Plan shows how access is to be improved 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 contains relevant and timely actions to:-

- 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. 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 pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Modify the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include enlarging texts, use of coloured paper, signage and paperwork at appropriate height. Information will be made available in various preferred formats within a reasonable timeframe.
- The Mile Oak Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- Whole school training will recognise the need to continue to raise awareness for staff and governors on issues related to equality and with reference to the Equality Act 2010.
- This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
  - Behaviour Management Policy
  - Emergency Plan
  - Health & Safety Policy
  - SEND Information Report
  - SEND Policy
  - Teaching and Learning Policy
  - School Development Plan
- 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 may be addressed in 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 on-going period.
- Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Business Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher and Senior Leaders
- SENDCO
- Parents
- Premises Manager

We ask about any disability and health condition in early communications with new parents and carers. For parents and carers of children already at the school, we encourage them to take advantage of our open door policy and discuss issues with a member of staff when they arise.

Disabled pupils have full access to all areas of the curriculum and participate in extra-curricular activities including clubs and school trips. We are aware that some aspects of extra-curricular activities can present particular challenges but we are able to support these children by providing appropriate adult support, differentiated resources and physical adaptations to the environment. This enables all children safe access to all parts of the school.

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Information can be accessed in a range of different formats, on request, and is available for disabled pupils, parents and staff.

The school spans across two buildings known as the Junior Building, where the main entrance to the school is situated, and the Infant Building.

### **The Junior Building**

- This is a two-storey building with wide corridors and wide access doors to all rooms. There are classrooms on both the ground and first floors.
- There is a lift that can accommodate a wheelchair for access to the first floor.
- The main entrance is accessible for wheelchair users and there is a secure lobby. On one side, there are stairs and a disabled lift for access to the junior hall and on the other side, there are stairs and a disabled lift for access to the classrooms. The disabled toilet facilities are located at the end of the lower junior corridor and are fitted with handrails and a pull emergency cord.
- Entrances and exits to all classrooms and stairwells are wheelchair accessible with hand rails fitted.
- There is a ramped path that provides access to the school field from the junior playground

### **The Infant Building**

- This is a one-storey building with wide corridors and wide access doors to all classrooms. The entrance features a secure lobby that is fully accessible to wheelchair users.
- The infant hall is on the ground floor and accessible to all. There are disabled toilet facilities located next to the lobby entrance. The facilities are fitted with handrails and a pull emergency cord.
- Entrances and exits to all classrooms are wheelchair accessible with hand rails fitted.
- There is ramp access to the school field from the infant playground.

### **Car park and entrances**

There is on-site car parking for staff and visitors including a dedicated disabled parking bay. The access to school building entrances are either flat or gently ramped and all have wide doors fitted.

### **Reasonable adjustments**

This provision applies equally to pupils, staff, parents/carers and visitors to the school. In addition we also seek support and advice from the local authority's Occupational Health service to ensure that the workplace meets individual staff requirements and that all reasonable adjustments are made to ensure that any staff with a disability or health need can perform their duties

## Planning duty 1: Physical Environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Ensure that all disabled stakeholders can safely evacuate the school	<p>a) Personal Emergency Evacuation Plans for all children and staff are updated.</p> <p>b) Teachers responsible for PEEPs of pupils in class who require them. Copies held centrally.</p>	<p>SENDCO and Premises Manager</p> <p>Class Teachers</p> <p>Headteacher and governing body</p>	Spring 2024	All disabled children and staff are safe and confident in event of evacuation.	Summer 2024
<b>Medium term</b>	Lift in the junior building requires repair and servicing	Contact LA for servicing and identifying next steps	Premises Manager and School Business Manager	Spring 2024	Junior building first floor is accessible to all pupils and adults	Summer 2024
	Review accessibility requirements for all children and staff for the next academic year	Staff and classroom planning	LA Advisor Headteacher and Deputy Headteacher	Spring 2 2024	All children and staff can access classrooms and the learning environment	Summer 2024
<b>Long term</b>	Access to the school pond and gradient of ramps across the school	Contact LA for contractor and identify next steps	Premises Manager and School Business Manager	Summer 2024	School pond is fully accessible	Autumn 2024

## Planning duty 2: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Ensure that all school clubs, trips and off site visits take into account the needs of SEND pupils	Needs of pupils with SEND incorporated into planning process Teachers to seek SENDCO support and guidance when trip planning All risk assessments reviewed by HT	Teachers SENDCO Headteacher	Spring 2024	All school clubs, trips and off site visits are accessible for all children	Summer 2024
	Ongoing CPD to provide all staff members with the skills and knowledge to support all pupils with SEND	INSET provided to staff members Specialist SEND support from agencies CPD training opportunities identified and offered to relevant staff	SENDCO SLT External advisors	Spring 2024	Staff members have the skills and knowledge to support all pupils with SEND	Summer 2024
Medium term	Ensure all SEND pupils have the resources to access lessons and support their needs in class	Audit current provision using professional reports and suggested strategies for individual children	SENDCO SLT	Spring 2024	All SEND pupils can access learning and the school timetable	Summer 2024
Long term	To maintain communication with outside agencies for pupils with health needs and disabilities	To ensure collaboration between all key personnel All information saved to CPOMS	SENDCO Headteacher	On going	Clear collaborative working approach between school and outside agencies	Termly

### Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Ensure written information is accessible for all pupils with visual impairments	Review the current provision Provide written information in alternative formats Ensure displays in classrooms are accessible for all children	SENDCO	Spring 2024	Written information is fully accessible to children with visual impairments	Summer 2024
	Parents with hearing disabilities are supported to ensure equal access to school events	Allocate family champion to support these individuals Regular review of school events Plan ahead for interpreters Regularly communicate with parents	Family Champion SLT	Spring 2024	Parents with hearing disabilities access school events and sharing of information	Summer 2024
Medium term	Ensure that all school communications are accessible for all parents	Review the current provision Provide written information in alternative formats	School Business Manager Family Champion	Spring 2024	All school communications are accessible for all parents	Summer 2024
Long term	To increase awareness and understanding of disability	Implement Brighton & Hove's Equality & Diversity policy Taught through the PSHE curriculum.	SLT Governors	Summer 2024	The school community has an increased awareness and understanding of disability	Autumn 2024