

Mildmay Infant & Nursery School

Accessibility Policy & Plan



Ratified by Governing Body: Pending 6.1.20

Review Date: 6.1.21

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

Mildmay Infant & Nursery School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life. Mildmay Infant & Nursery School will challenge negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

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.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors.

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	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	To continue best practice as an Attachment Aware School	Ensure all new staff have attachment awareness training and included in interview process.	SLT & SENCOs	Ongoing	All staff are attachment aware and children able to access school and the curriculum
		Establish close working partnerships for children with medical needs.	School to develop strong links with parents and medical professionals. Staff trained in medical conditions.	SENCO/Admin Officer	Autumn 2019	Children's medical needs are effectively supported in school through detailed care plans.
		To establish links with the Hearts Academy Trust SEMH provision	To build on the recognised quality support currently in place and share best practice.	HT / SENCo	Spring 2020	Further support is in place to allow children with SEMH needs successful access to the curriculum and improve their future success chances.

		<p>To seek funding sources for our Nest wellbeing project to support children with SEMH needs.</p> <p>To investigate becoming a Trauma Aware School.</p>	<p>More can be done to remain inclusive for our SEMH children with the appropriate resourcing in place.</p> <p>To provide consistent access to the curriculum for all children in an environment that provides security.</p>	<p>HT / SENCo / Wellbeing LSA.</p> <p>SENcos</p>	<p>Summer 2020</p> <p>Summer 2020</p>	<p>Further support is in place to allow children with SEMH needs successful access to the curriculum and improve their future success chances.</p> <p>Award achieved and a school wide consistent approach is in place.</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils, staff and visitors as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Changing bed</i> • <i>Access ramps</i> • <i>Specialist equipment</i> • <i>Accessible Toilets</i> 	<p>Ensure that classrooms are optimally organised for disabled children/adults within current restraints.</p>	<p>Plan classrooms in accordance with children's needs. Organise resources to reflect children's needs. Ensure all areas of the school are accessible</p> <p>Currently our two demountable classrooms are not accessible. Bridge Academy Trust at project planning stage.</p>	<p>HT/Site Mgr/SENcos CTs</p> <p>Bridge Academy Trust / LGB</p>	<p>Autumn 2019</p> <p>Spring 2020</p>	<p>Those with disabilities can safely access all areas of the school.</p>

4. Monitoring arrangements

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

It will be approved by the Local Governing Body.

5. Links with other policies

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

- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Positive Behaviour Policy