



# Milverton House School and Nursery

## Accessibility plan

### 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.

## **The Physical Environment**

The Accessibility Plan includes measures to improve access to the physical environment of the school as necessary. This may involve making reasonable adjustments to the school and providing aids to assist access where appropriate. The school has a ramped access to the rear of the school allowing entry to the school for those with physical mobility issues. The school SMT are able to consider site modifications which would allow for full participation for children with accessibility issues.

Corridors are kept clean and clear for access to the site.

Modifications to the school site would be considered to allow for children to commence or continue their education at Milverton House. The school is split over three floors with classrooms on each. However flexibility of classroom teaching space will allow for lessons to be taught appropriately on the ground floor.

## **Curriculum**

The Plan also includes measures to increase access to the curriculum for children with disabilities to ensure that they are prepared for life as children without disabilities. As well as teaching and learning this includes access to the wider curriculum such as access to after school clubs and participation in school visits. This may involve the provision of specialist aids and equipment where necessary. Currently modifications to the curriculum support children with slight learning issues which are not severe enough to be require an Early Health Care Plan (EHPC) however require occasional guidance and support in classroom situations.

When targeted support is necessary specific training can be sought and utilised in order to meet the needs of the child.

Appropriate targeted training may be available through local health care specialists or family guidance through medical staff. Class teachers may consider and as a result change their strategies in classroom to allow for those with Vision, Speech and Hearing impairment to access the full curriculum. Parent partnership and communication assist the teaching staff to position children appropriately in the classroom environment to make best use of the resources available and to ensure that highlighted issues are recognized in the classroom.

Teachers may move children with hearing and sight issues to more appropriate positions in the class and all teachers made aware of sight impairment and hearing conditions which affect way in which children learn in the classroom.

### **Written Information**

The Plan also includes measures to improve and make reasonable adjustments to the delivery of written information relating to the school and school events. Staff are made aware of children for whom adaptations to the school are required. All children on roll in 2017 -2018 have full access to the school site and no modifications to the building have been required.

### **The Current Range of Disabilities within Milverton House School.**

The school has children with a limited range of disabilities, of which the staff are fully aware. When children enter school with specific disabilities, the school contacts the professionals for support and guidance for the school and parents.

For all children that have medical needs a care protocol is agreed with their parents or carers and it is retained in the school and cascaded to the appropriate staff.

We have children who have asthma, epilepsy, and some children with allergies or food intolerances, some of these are serious and require Epipens to be kept on site. Currently we do not have any children with significant mobility issues and we do not have any children with wheelchairs.

Milverton House School has competent First Aiders who hold current First Aid certificates

All medication is stored appropriately to which children are not permitted access. Medication is kept in a secure place which is easily accessible for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. Medication is administered at the discretion of the Head Teacher.

### **Review of the Plan.**

There may be points in time where the school will assess accessibility policies throughout the year, working in partnership with parents and the needs of the children.

The Accessibility Plan will be reviewed every three years

**Date April 2018**

**Signed O Pipe**

## Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	<i>Current Good Practice (and under development)</i>	<i>Objectives (Short and Long term)</i>	Actions to be taken	Person Responsible	Date	Success Criteria
<b>Increase Access to the curriculum for pupils with a disability</b>	Considering any aspects of the classroom environment which inhibit individual children in accessing the full curriculum	To reduce the barriers in the classroom to allow for all children a complete access to the lesson content and all aspects of school life	To engage with class teachers and parents with regards to declared medical and physical needs and to ensure that appropriate modifications to the classroom and learning environments are made.	OP/ SEN class teachers  All staff	March 2018	All children accessing the school curriculum with ease.
	Identifying training needs for staff and appropriate support for inclusion	Close liaison between Educational support and class teachers	Communication between staff	SENCO and school staff	Ongoing	Directed support and advice given to staff to meet the needs of all of the children and raised confidence in staff

	Improving awareness of distinguished needs of pupils	To ensure details are shared appropriately with all staff	Continued communication	SENCO and Staff	Ongoing and as new children enter the school environment	Staff aware of meeting individuals needs
	Trips are selected appropriately for the children and staff attending	To review location of out of school trips to ensure learning is accessible for all pupils	To review the trips undertaken in classes and to assess the changes required to include all pupils	All staff	Ongoing	All children benefit from trips and activities
	All children in each class have access to the entire curriculum including sports	To assess how lessons outside of the classroom can be altered to suit the demands of each class	Review of resources and teaching strategies	All staff	Sept 2017 - onwards	All children to access full curriculum appropriately
<b>Improve and Maintain the physical environment</b>	<b>Considering the layout of the school environment</b>					
	1) Access to the school site	Ensuring access to the school site is inclusive for all children who wish to be educated at the school	Introducing a dropped kerb and clear access to the school site allowing access to the classroom environments	OP/ Proprietor	Ongoing	A system to ensure that a child with mobility constraints can access the classroom environment

	2) Decoration of the school	Introducing contrasting colors to frame walls in the school and to distinguish between walls and skirting boards	When new painting is introduced utilize a contrasting colors to support those children with sight impairment	OP/ Site manager	July 2018-ongoing with school decoration	To allow sight impaired children an improved environmental space.
	3) School flow	Using walkthroughs of the school to highlight low level and access issues to the school which would have a detrimental effect upon a pupil	Considering aspects which become evident which would place a barrier against specific needs of the child	Op / Children and Staff	Ongoing	To see how the school environment may be changed to suit the needs of all children
	4) Access to the full school	Modifications and changes to the positions of individual classes would have to be made to allow for classrooms to be fully accessible	Introduction of improved access points across the school where practicable and appropriate	Site manager	Ongoing	Improvements to the school site to support access for all wherever applicable
	5) External access to the school	Modifications to the school site could be made to assist adults and pupils with mobility issues which could limit their inclusion at the school site	As modifications to the access points are placed in the school extra ramped access points could be introduced.	Proprietor	Ongoing	Improved access to the school site
	6) Signage within the school	As signage is updated consider and facilitate the inclusion of Braille elements to support visually impaired	New signage to include Braille elements	Site manager	As required on school development	All people feel welcome to visit and occupy the school site and considered with access demands

	7) Exit of the school	Ensure that all parents and pupils have appropriate support for exiting the school in the event of an evacuation	Pupil needs to be circulated amongst the staff at the school so that barriers for pupils and parents are avoided. Fire escape drills are carried out on a termly basis to allow for all pupils to learn safe exit of the school and appropriate evaluations made and alterations integrated in to class	All staff	Ongoing – practices taking place on a regular basis at differing times of the school week	All pupils and parents aware of procedures for emergency situations.
<b>Improve the delivery of written information to pupils and parents</b>	1) Classroom environment	Teachers to consider learning strategies to include all children. This may be through the use of clearly differentiated tasks and support in lessons	Considering the resources available to the teachers to meet the needs of individuals	OP / School Staff and Pupils	Sep 2017	Children provided for appropriately in the classroom
	2) Support of children recognized with language barriers	SEN support and direction for children is placed in the school timetable to assist those children to make appropriate progress with the rest of the class	Class teachers to consider resources available in the class and allowing for clearly defined support for children with speech and language inhibitors	OP/ All staff	Continual development	Children with language barriers are provided with support appropriate to their needs
	3) Learning spaces	In the case of children with sight impairment increasing their access to the full school curriculum	This may be through improving or changing learning strategies in the classroom, larger fonts or differentiated tasks to allow for full inclusion in the classroom environment	All teaching staff	Ongoing development of the curriculum	Fully inclusive curriculum

	4) Identifying language barriers for parents	Asking parents if they require translated reports of verbal handovers from teachers at the end of each academic year to ensure that progress and attainment is recognized appropriately	Communication exercises with parents/ staff and pupils. More intense parents liaison sessions and consideration of translated newsletters	All staff and key parents	All key staff	Parents receiving full information with regards to that child's progress.
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