



Name of Policy: Accessibility Policy and Plan

Date of Policy: May 2022

Member of Staff responsible: Sophia Thorne

Review date: May 2025

Accessibility Policy

Introduction and school vision

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995. The effect of the law is the same as in the past meaning that 'schools cannot unlawfully discriminate against pupils because of age, gender, reassignment, sex, race, disability, religion or belief and sexual orientation'. According to the Equality Act 2010 a person has a disability if:

- a) he or she has a physical or mental impairment, and
- b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department of Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Principal. At Millside Spencer Academy the Plan will be monitored by the SENDCo and Principal and evaluated by the Governor's committee.

At Millside Spencer Academy, pupils are supported and nurtured to ensure they reach their full potential as learners and positive contributors to society. We expect every pupil to follow our GROW expectations to create a culture that has respect, resilience, aspiration, determination and positive relationships as its core. We offer a safe and enjoyable learning environment where excellence is promoted. We are committed to an inclusive and creative curriculum that meets the needs of all learners.



The Plan sets out the school's proposals to increase access to education for disabled pupils in three areas required by planning duties in the Equality Act 2010:

- To increase the extent to which disabled pupils can participate in school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. This Accessibility Plan has been developed in consultation with the Local Authority (LA), The Spencer Academies Trust, LA, staff and governors of the school and covers the period from September 2021- September 2024.

The Accessibility Plan is structured to complement and support the school's equality objectives and will be published on the school website.

Current Accessibility Arrangements

Millside Spencer Academy has the following arrangements in place to comply to Equality Act 2010.

Admissions

Our admissions criteria is structured to not discriminate against pupils with SEND and has due regard for the Equality Act 2010 and the practice advocated in the SEN Code of Practice, in that schools are prohibited from,

"...discriminating against disabled children and young people in respect of admissions for a reason related to their disability." (DfE: 2015: 26: 1:28).

The development of caring, professional and respectful relationships is a key aim of our school development plan and we recognise the importance of these to ensure our pupils to ensure our pupils learn to become independent and confident learners.



All areas are accessible by all children and their parents. Further details below;

Car Park & External pathways	▪ The car park has two parking bay for blue badge holder. ▪ Access to the car park is via a barrier with intercom control from the school reception. ▪ Access to the grounds is also available via gates front and rear. ▪ All entrances from the external areas into the building are level.
Temporary Learning Village (2022 – 23)	▪ There are ramps to aid wheelchair access to the playground and to some fire exits. ▪ Entrance to the building is flat allowing for easy wheel chair access
Permanent Building – Ground Floor	▪ All areas of the ground floor are accessible with wide doors, level floors and access control at the correct height. ▪ Entrance to the reception is via powered doors and intercom. ▪ Accessible toilet is available opposite the reception ▪ There is a lift to access all floors.
Permanent Building – 1 st Floor	▪ All areas of the ground floor are accessible with wide doors, level floors and access control at the correct height. ▪ There is no accessible toilet on this floor.
External Areas	▪ All external areas are level, but some areas have raised beds and grass.
Emergency Procedures	▪ The building is fully compliant to current fire regulations, you will be given visitor information on what to do in an emergency. ▪ The stair wells are protected and deemed as a refuge point with intercoms. ▪ Each stairwell will have “Drag bags” for use in emergencies only with staff trained in their use. ▪ If you will be there for several days you must arrange a short PEEP to be written and agreed.



Evacuation Procedures

The schools Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Plan for the pupil. Personal Evacuation Plans will be put in place if required for specific individuals. All staff will be made aware of their responsibilities regarding individual risk assessments.

Curriculum Access: Teaching, Learning and Assessment

It is important that all pupils are equally valued within our school and that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers. At Millside Spencer Academy, we promote a principle that values pupils' wellbeing, dignity, autonomy, and contribution to society. Inclusion means that we are committed to ensuring that there is a continuous process to eliminate barriers to education and promote reform in the culture, policy, and practice in our school to include all of our pupils. Research suggests that to implement an inclusive education, the school must adopt the assumption that all children have a right to be in the same educational space (Cobley, 2018; Florian, Black Hawkins & Rouse, 2017; Hehir, et al., 2016). At Millside Spencer Academy, we are committed to promoting inclusion and providing an inclusive education.

To ensure that all pupils feel equally valued it is important that all pupils feel part of their class team and wider school community team. We implement this through ensuring that all pupils have opportunity to participate in a range of activities whilst at Millside Spencer Academy. These experiences equip our pupils with the relevant knowledge and cultural capital that they need to succeed, enabling them to achieve a set goal or target that they aim for not only during their time spent with us, but throughout their life. This is underpinned by our GROW values. Pupils ideas and thoughts are valued as we encourage them to be determined risk takers who want to succeed. We promote the development of resilience, a characteristic required to embed challenge and to develop self-confidence. We provide a supportive learning environment where pupils are respectful of others and value one another. The use of working wall and internal screens or class books is used to promote this and is a thread which is seen across the whole school.

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Communication is a key curriculum driver, which is embedded into our GROW core values. We support all pupils to become expressive communicators, providing pupils who have speech, language and communication needs (SLCN) with tools to develop and make progress in their communication



and language. Our Communication Pupils access Speech Link and Language Link to identify SLCNs and other speech, language and communication interventions or programmes are used to enable all pupils to develop their communicative skills.

Wider Curriculum

Pupils at Millside Spencer Academy, are able to participate fully in the wide range of activities offered in and beyond the classroom consistent with the limitations imposed by any disability. The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities, and respects the parents' and Childs' right to confidentiality. The school provides a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum.

We aim to:

- Set suitable learning challenges
- Respond to pupil's diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Learning beyond the classroom has included:

- Outdoor Education including Forest School
- Sports
- Music
- Clubs and activities
- Excursions and trips
- Making links with other mainstream and special schools

At Millside Spencer, we work in partnership with parents and the suitability of any event and the need for additional support is discussed fully with parents in advance.

The priorities for this plan have been decided in reference to:

- Parent/ carer consultations
- Pupil voice
- Health and Safety Inspections
- Service Reports

Information for Pupils and Parents

Parents are routinely involved in reviewing the provision for their child. The child will also be involved depending on their ability and willingness to participate. Inclusion review meetings are held for parents of children with SEN&D. These allow for provisions to be monitored and up to date information to be shared. Large print format materials will be provided when required. If either pupils or parents have difficulty accessing information normally provided in writing by the school, such as



handouts, newsletters, homework etc. then the school will be happy to consider alternative forms of provision.

Reference Sources for the Accessibility Plan

- Advice from multi agency professionals
- Multi-agency meetings

The plan has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning. Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Other important policies have been considered alongside this plan. They are:

- Equalities Policy
- Health and Safety Policy (including procedures for administering medicines)
- Emergency Evacuation Procedures
- Special Educational Needs and Disability (SEND) Policy
- Behaviour and Anti-Bullying Policies
- Admissions Policy

Action Plans

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Action plans will be developed as the accessibility arrangements are reviewed.

Management of the plan

The Governors Resource Committee will be responsible for the strategic direction of the school's accessibility plan for obtaining and allocation the funds needed to implement the priorities in the plan. The progress of the plan will be monitored by the Principal and Governors and reviewed every three years. New actions will be added within this time frame should they arise and be reapproved by Governors. The Principal and the SENDCO will be responsible for the plans' day to day implementation. Progress of the plan's priorities will be reported to Full Governing Body at least once per year and accessible on the school website.



References

Department for Education (2015) Special educational needs and disability code of practice: 0 to 25 years. Available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> (Accessed: 19/01/2021).