

# Milton Abbot Accessibility Plan 2022-2024

At Milton Abbot, we value each person equally and seek to cultivate respect for one another. Everyone should be given opportunities to succeed, and we believe it is a fundamental right that each person be given support to reach their potential. Diversity, disability, and difference should be understood and valued by students, parents/carers and staff.

## Disability

A person is disabled “if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities”. This includes physical disabilities, sensory impairments, learning disabilities and some specified medical conditions: HIV, multiple sclerosis and cancer are all considered disabilities, regardless of their effect.

*It is important to note that because a pupil has a disability this does not necessarily mean that he/she has special educational needs.*

## The Aim of the Accessibility Plan

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.

At Milton Abbot, we will seek to anticipate need and respond accordingly, where practicable and when considered a reasonable adjustment.

The Accessibility Plan covers three main strands:

- **Increasing the extent to which disabled pupils can participate in the schools' curriculums.**

This strand seeks to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and curriculum organization, and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve progressive access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of pupils.

- **Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.**

This strand covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

- **Improving the delivery of information to pupils with disabilities.**

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. The information should take account of the pupils' disabilities and views expressed by pupils and their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including worksheets, timetables, school examination papers, newsletters, information about school events, trips and extra-curricular provision could be made accessible to all those with a disability.

<b>STRAND A: Increasing Access to the Curriculum</b>				
<b>Target</b>	<b>Action</b>	<b>Resources/cost</b>	<b>Person(s) responsible/time frame</b>	<b>Outcome</b>
Develop staff knowledge of learning /physical disabilities and the Graduated Response used to support pupils.	Provide information on types of SEN to all staff which is linked to the descriptors in Devon's Graduated Response Tool. SDW to create a booklet that includes said information. Support for staff to complete Devon's Graduated Response Tool to identify barriers to learning/accessing the curriculum.	Cost of printing.	SW – Autumn 2022.	Booklet complete – to be shared in staff training at start of autumn term.
Ensure staff awareness of students' needs.	Ensure SEN registers are kept updated and that staff are aware of the types of need within the school.	N/A	SDW/Head Teacher. Termly/half-termly – ongoing.	SDW updates the SEN register on a termly basis. This is shared with staff and the information is updated on SIMs.
Ensure staff awareness of students' needs and embed target setting/reviews for students with SEN in line with the Plan, Do, Assess and Review cycle as stipulated in the SEN Code of Practice.	Each SEND pupil has a SEN Support Plan which is reviewed either termly or half termly, dependent upon level of need, in SEN review meetings. These meetings can include external agencies such as members of the Communication and Interactions Team or the Educational Psychologist.	N/A (cover for teachers/Head Teacher to attend meetings - usually covered by in-house capacity).	SDW/Head teacher/class teachers. Termly/half-termly – ongoing.	Parents/carers, teachers and the SENCo will be involved in reviewing the plans. Dates are set in termly planning meetings between the SENCo and Head Teacher, and these are shared with staff in order that they can prepare. The SEN Support Plans are passed on to the pupils' choice of secondary education as part of the transition process. This ensures that secondary colleagues have relevant information regarding students' needs.
Ensure staff awareness of students' needs.	All documents relating to SEND pupils are kept electronically.	Twilight training session on SIMs for all staff.	SDW/staff member from Procurement and GDPR) - summer term.	Adding all documents received/generated about SEN students to SIMs ensures that documents move swiftly upon transition and that the school is also GDPR compliant.

For staff to develop their ability to adapt the curriculum for students with SEND.	Staff skill audit to determine training needs.  Performance management process.	Questionnaire to all staff.  Cover where required.	SDW – autumn term 2022.  Head Teacher/SDW - ongoing.	Staff questionnaires will enable the school to identify gaps in knowledge and acknowledge training requests.  Performance management conversations are opportunities to identify Continuing Professional Development for developing staff members' ability to adapt learning.
For staff to develop their ability to adapt the curriculum for students with SEND.	Identify gaps in knowledge/ training requests and provide training/advice where necessary.  Use external advice/training advisors.  Attending relevant training courses.  Staff to access EduCare for online training modules.	Ongoing due to staff turnover and changes in SEND cohort.	SDW/Head Teacher – ongoing.	Expertise to be developed within the school.
School staff and Governing body to have a knowledge and understanding of changes to SEN funding and legislation.	Twilight training session for staff relating to SEN context.  SENCo to attend Governor's meetings and meet regularly with SEN Governor.	Use of directed time.  N/A	SDW/Head Teacher  SDW/SEN Governor.	Autumn term 2022.
Ensuring that disabled students have equal access to extra-curricular/school trips.	Enhanced risk assessments in place for students at risk when planning off-site trips.	N/A	Head Teacher/SDW.	Enhanced risk assessments in place for students deemed at risk/a risk. All students have participated in off-site activities.



<b>STRAND B: Improving the Physical Environment of the School</b>				
<b>Target</b>	<b>Actions</b>	<b>Resources/cost</b>	<b>Person(s) responsible/timeframe</b>	<b>Outcome</b>
To ensure that accessibility has been thoroughly considered.	Review the school site using Devon's Accessibility Tool for Educational Settings.	N/A	SDW	
To ensure that students with medical needs are well supported within the school.	<p>Supporting Children with Medical Needs Policy reviewed annually.</p> <p>Staff training available for adults working with children with medical needs, i.e., allergies (using epi pens); epilepsy, etc.</p> <p>First aid training</p> <p>Clear signposting within school regarding students with allergies and how to support them.</p> <p>Medication to be sent home at the end of every school term (to be checked by parents if it is still up to date).</p>	N/A	SDW/Head Teacher	<p>Health Care Plans currently under review – ongoing.</p> <p>Trained first aid staff in the school.</p> <p>Staff are aware of student allergies including cover staff.</p>

<p>Ensure the safety of disabled pupils in emergency situations.</p>	<p>Review procedures for ensuring the safety of disabled students during emergency evacuations in the case of fire or emergency lockdowns. To be documented in Personal Emergency Evacuation Plans (PEEPs) following the Fire Evacuation Plan for the site.</p> <p>PEEPs should be reviewed annually or when there is a new intake (lateral transfer) and stored on SIMs and in file in reception.</p>	<p>N/A</p>	<p>SW/Head Teacher</p>	<p>Due to be reviewed in autumn 2022.</p>
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<b>STRAND C: Improving the Delivery of Information to Disabled Pupils</b>				
<b>Target</b>	<b>Actions</b>	<b>Resources/cost</b>	<b>Person(s) responsible/time frame</b>	<b>Outcome</b>
To engage with parents to identify accessibility needs.	Utilise parents' forums to discuss access to information.	N/A	Head Teacher	Ongoing.
Improve communications for parents of children with SEND.	SEN Support Plan Meetings/Annual Reviews of Education, Health, Care Plans/Team Around the Family meetings.  Publish SEN Information Report on school website with links to the Local Offer/DIAS.	N/A	SDW/Principals – ongoing.  SDW/School Administrator/Head Teacher	
To establish and strengthen connections between other SENCOs, external services, nursery schools, secondary provision and alternative provision.	SENCO to attend SENCO network meetings.  SENCO to liaise with external services.  SENCO to liaise with other educational settings.	N/A	SDW  SDW  SDW	Ongoing – half-termly meetings between SENCOs within DMAT.  Ongoing – regular referrals made to external services. Parents have access to specialist advice.  Ongoing.