

Millfields Primary School Accessibility Plan

(Spring 2016 – Spring 2019)

This plan sets out the proposals of the school to increase access to education for pupils with disabilities as required by the Disability Discrimination Act (DDA).

The Governing Body is very conscious of the restrictions of Millfield's semi open plan building with its undersized classrooms and hall, as well as the walk-through corridors in each classroom. This has implications for people with disabilities. In 2010 the accommodation was improved with a new corridor to allow the Year 5 and 6 classrooms to be by-passed.

Targets	Strategies	Timeframe	Costs
1. To ensure SEN children's needs are being met appropriately.	1. (a) To review on an annual basis the SEN provision and to use the data on types of SEN to focus resources appropriately. (b) To engage the expertise of the school's SENCO as a point of advice and support. (c) To ensure alternative strategies are sought to help SEN children whose progress is not as good as it might be. (d) To target LSA resources appropriately across the school.	(a) Annually (b) On-going (c) On-going (d) Annually (sometimes more frequently if new SEN children are admitted or identified)	(a) Time (b) Time (c) SEN budget (d) Time and staff budget (possibly)
2. To ensure the curriculum continues to meet the needs of any child experiencing disability	2. (a) To consider the issues of disability when choosing curriculum themes. (b) To consider the issues of disability when reviewing any school policy, SDP and SEF. (c) To liaise with external agencies and the SENCO for advice, support and, in the case of a statemented child, resources.	(a) Annually and termly (b) Policies – most three yearly (some annually) SDP and SEF annually (c) On-going	Time (and possibly resources according to disability requirements)

<p>3. To ensure that the school's provision for children with a disability is in line with the National Curriculum Inclusion Statement.</p>	<p>3. To ensure the school (a) sets suitable learning challenges (b) responds to pupils' diverse learning needs (c) overcomes potential barriers to learning and assessment for individuals and groups of children (d) offers access to school activities beyond the 'taught' curriculum (e.g. playtimes, movement around the school, sports days, visiting theatre groups, extra-curricular activities and school trips) so that children with disability experience a balanced school life.</p>	<p>(i) An aspect of classroom review by senior managers and subject leaders on a regular basis. (ii) An aspect of regular monitoring of pupil experience in classrooms and around the school by members of the Governing Body</p>	<p>Time. Possibly school funds, should parents not make a voluntary contribution to the costs of activities. Possible extra adult supervision on school trips and after-school clubs (with overtime if a member of staff)</p>
<p>4. To ensure day-to-day premises issues are dealt with bearing in mind the requirements of The Disability Discrimination Act (2005)</p>	<p>4. The Health and Safety co-ordinator (Tina), the Site Manager and the Educational Visits Co-ordinator (Headteacher) review practices and risk assessments with DDA requirements in mind, including DDA compliance of school visit venues.</p>	<p>On-going</p>	<p>Time</p>
<p>5. To continue to administer medicines in accordance with the school Medicines Policy in a way which minimises the impact upon children with disability</p>	<p>5. To maintain the flexibility in procedures in administering medicines with any appropriate staff training (e.g. Epipens).</p>	<p>On-going</p>	<p>Time</p>
<p>6. To ensure staff with disability are treated appropriately after diagnosis / treatment of</p>	<p>6. To ensure that an appropriate phased return to work is possible.</p>	<p>On-going</p>	<p>Subscription to the staff insurance scheme</p>

medical conditions as outlined within the remit of The Disability Discrimination Act (2005)			
7. To ensure that Disability Discrimination Act issues are regularly considered by Governors.	7. The Headteacher to include in the termly report any Equality issues (including DDA issues that have arisen during the term.	Termly	Time
8. To ensure the school takes account of disability issues through consultation via appropriate forums.	8. Where appropriate, to consult on issues with Governors, Senior Leadership Team, School Council and the wider school community.	On-going	Time

Date of plan: 1st March 2016

Review date: Spring 2019