

MILFORD PRIMARY SCHOOL

ACCESSIBILITY PLAN



Care, Share, Respect, Learn

Reviewed and updated	March 2025	Emma Roberts (HT)
Approved by Governors	April 2025	FGB/01042025/09
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Introduction

This plan outlines how Milford Primary School aims to ensure access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Definition of Disability

A person is regarded as having a disability under the Equality Act (2010) where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Legal Framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Equality and Diversity Policy
- Behaviour Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

Roles and Responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

Intent

Milford Primary School is committed to inclusion for all. We endeavour to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

In addition, we aim to help our pupils understand the discrimination faced by people with disabilities and to work positively to counteract discrimination.

Milford Primary School buildings were not originally designed to meet the needs of disabled pupils. However, it is possible to access all areas of the school, except the lower playground and EYFS class by wheelchair. There is an accessible toilet in the main part of the school.

As the school is grade 2 listed, there is little scope for developing the building itself. Reasonable adjustments will be made wherever possible. These decisions will be made by the Governors after consultation with the Local Authority's surveyors.

Implementation

- 1) The school recognises and values parents'/ carers' knowledge of their disability and the effect on his/her ability to carry out normal activities and will liaise with them to plan support and reasonable adjustments for their child.
- 2) The school provides all pupils with a broad and balanced curriculum making reasonable adjustments to meet the needs of individual pupils. The school endorses the key principles of the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of children
- 3) The school recognises its duty not to discriminate against pupils with disabilities in its admissions and exclusions and will follow Local Authority Admissions policies.
- 4) In education and related activities, the school will continue to seek and follow the advice of LA services (such as specialist teachers and SEN advisors) and of appropriate health professionals.
- 5) The school will review staff training needs and provide appropriate training relating to meeting the needs of all pupils.
- 6) The school will seek to make reasonable adjustments in all areas to increase inclusion for all pupils: including all pupils in all curricular and extra-curricular activities, where it is reasonable and safe to do so and planning trips and out-of-school activities, with due regard to needs.
- 7) In relation to the physical environment, the school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises (such as improved access, lighting, acoustic treatments, colour schemes and accessible facilities / fittings).

- 8) The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

This plan is also available in the following formats: paper copy; email; enlarged print version and other formats by arrangement