

## Mill Hill Primary School – School Accessibility Plan February 2020

At Mill Hill Primary School we work towards having a welcoming and happy environment in which pupils want to do their best. We aim to ensure that all children enjoy school and are challenged to achieve their very best. As a school we give all of our children every opportunity to achieve the highest of standards and do this by taking account of pupils' varied life experiences and needs. Mill Hill Primary offers a broad and balanced curriculum and has high expectations for all children. The achievements, attitudes and well-being of all our children matter.

### **Purpose of Plan**

-To increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### **Access to the Physical Environment**

| <u>Targets</u>  | <u>Strategies</u>   | <u>Timescale</u>  | <u>Responsibility</u>                                | <u>Success Criteria</u>  |
|---|---|---|--|--|
| To be aware of the access needs of disabled children, staff, governors and parents/carers | a) to create access plans for individual disabled children as part of the IEP process.  | As required   | SENDCO / class teacher                               | IEPs and PEPs are in place for pupils with a disability, and all staff are aware of pupils' needs. |
| Ensure the school staff & governors are aware of access issues                            | b) to ensure staff and governors can access areas of school used for meetings   | As required   | Headteacher  | All staff & governors are confident that their needs are met.                                      |
|   | c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school. | Ongoing process   | Headteacher  |  |
| Ensure everyone has access to reception area  | a) ensure that nothing is preventing wheelchair access  | Daily check to ensure the area in clear of obstructions | Site Supervisor / Finance and Premises Committee/ HT | Disabled parents / carers / visitors feel welcome. Wheelchair users can access reception unaided.  |
| Maintain safe   | Check exterior  | Ongoing   | Site Supervisor /                                    | Visually   |

|   |   |                                       |  |  |
|---|---|---------------------------------------|--|--|
| access for visually impaired people   | lighting is working on a regular basis  | checks                                | Finance and Premises Committee                   | impaired people feel safe in school grounds.   |
| Ensure all disabled people can be safely evacuated  | <p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the needs of disabled pupils</p> | <p>As required</p> <p>Spring 2020</p> | <p>SENDCO</p> <p>Headteacher to remind staff</p> | All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily |
| Provide hearing loops in classrooms to support pupils with a hearing impairment                 | Take advice from appropriate expert if this becomes necessary   | As required                           | Headteacher                                      | All children have access to the curriculum   |
| Ensure there are enough fire exits around school that are suitable for people with a disability | Ensure staff are aware of need to keep fire exits clear.  | Daily                                 | All staff/Headteacher                            | All disabled personnel and pupils have safe independent exits from school  |

## Access to the curriculum

| <u>Targets</u>  | <u>Strategies</u>   | <u>Timescale</u> | <u>Responsibility</u>                  | <u>Success Criteria</u>  |
|---|---|------------------|--|--|
| Ensure support staff have specific training on disability issues                              | Identify training needs at regular meetings   | Ongoing          | SENDCO / Headteacher                   | Raised confidence of support staff   |
| Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access | Set up a system of IAPs for disabled children when appropriate. Share information with all agencies involved with each child                      | As required      | SENDCO                                 | All staff are aware of individual's needs  |
| All school visits and trips need to be accessible to all pupils                               | Ensure venues and means of transport are vetted for suitability.<br><br>Develop guidance on making trips accessible                               | Ongoing          | Class teacher / SENDCO                 | All pupils are able to access all school trips and take part in a range of activities  |
| Review PE curriculum to ensure PE is accessible to all pupils                                 | Review PE curriculum to include disability sports   | Spring term 2020 | SENDCO & PE co-ordinator               | All pupils have access to PE and are able to excel. Children will have a T.A. in attendance when needed<br>Specialist equipment bought as and when required. |
| Review curriculum areas and planning to include disability issues                             | Include specific reference to disability equality in all curriculum reviews   | Spring term 2020 | SENDCO & Headteacher                   | Gradual introduction of disability issues into all curriculum areas  |
| Ensure disabled children can take part equally in lunchtime and after school activities       | Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school. | As required      | SENDCO / After School Club coordinator | Disabled children feel able to participate equally in out of school activities.  |

## Access to information

| <u>Targets</u>  | <u>Strategies</u>   | <u>Timescale</u> | <u>Responsibility</u> | <u>Success Criteria</u>  |
|---|---|------------------|-----------------------|--|
| Signage around school to be in other languages                                      | Plans for a "welcome" sign in reception – need to decide which languages to use.            | Spring term 2020 | Headteacher / SENDCO  | ALL People feel they are welcome in school   |
| Inclusive discussion of access to information in all parent/teacher annual meetings | Ask parents about preferred formats for accessing information e.g. braille, other languages | Annually         | SENDCO / Headteacher  | Staff more aware of preferred methods of communication, and parents feel included. |

Approved: Spring 2020  
Review: Autumn 2021