



Accessibility Plan



This document applies to all academies and operations of Cambrian Learning Trust.

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Document Control			
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Millbrook Primary we believe passionately in the importance of inclusion and equality for all children and adults, and strive to ensure these values are at the heart of our practices.

Inclusion

Millbrook Primary is an inclusive school where we focus on the well-being and progress of every child. We have high expectations of all our children. To ensure they achieve their potential we engage a range of strategies to issue challenge at an appropriate level, and provide support to overcome barriers to learning. Children with special educational needs are catered for within their own class and, where useful, may be withdrawn for short periods to work with a specialist adult, individually or in a small group. We aim to ensure that all children are challenged in their learning and all children have equal access to the curriculum.

Equality

At Millbrook Primary we are committed to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. We aim to provide an education which is sensitive to individual needs and accessible to all children regardless of special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability. The school seeks to promote awareness, understanding and respect for diversity in our world. This is achieved through the celebration of special days and festivals; an engagement with awareness raising events and the embedding of lessons learned through the achievements of individuals from diverse backgrounds across disciplines and through history.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our Complaints Procedure, which can be found on our website and also from the school office, should be followed if you have any concerns relating to accessibility in school.

We have included a range of stakeholders in the development of this accessibility plan, including as appropriate: pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria

<p>A: ACCESS TO CURRICULUM:</p> <p>Increase access to the curriculum for children with SEND</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We ensure early identification of children with learning difficulties/additional needs in order to develop a more proactive approach to provision</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Pastoral/Nurture support from teachers/ ELSA/ leadership team and support staff to nurture and encourage.</p>	<p>Provide updates and training for staff regularly when a child with a new and different need enters our school</p> <p>TA provision to meet the wide range of needs</p> <p>Access outreach support if needed to work with individuals who have specific SEN needs.</p> <p>Use of outside agencies eg. Ed Psych, C&I Team, Hearing Impairment Team, Disability Services, OT, Physio</p> <p>PPA time is used effectively to support high quality lesson planning and differentiation.</p>	<p>Regularly review the curriculum to ensure it meets the needs of all pupils.</p> <p>SENCo and Class teacher meetings</p> <p>Learning walks to identify strengths and weaknesses and supports staff / children</p> <p>Use of public voice to gauge user experience</p> <p>Deep Dives to identify areas requiring targeted support.</p> <p>SENCo observations</p> <p>Resources/equipment identified and ordered.</p> <p>Regular staff meetings for education and updates in relation to SEND.</p> <p>Specific CPD as</p>	<p>SLT</p> <p>SENCo/Class teacher</p> <p>SENCo/ELSA</p>	<p>All children to be able to access learning.</p> <p>Staff to ensure that actions are taken to accommodate SEND and medical needs.</p> <p>All relevant equipment/resources is in place/purchased as required.</p> <p>Following of agency advice is in place.</p>
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	Regular CPD for staff		required.			
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<p>B: PHYSICAL ENVIRONMENT</p> <p>1. Improve and maintain access to the physical environment</p>	<p>At school the environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Wide corridors (free of clutter) • Wide doorways • Mainly ground floor (wide steps or lift where change of level) • Disabled parking bay • Disabled toilets • Library shelves at wheelchair-accessible height • Fire evacuation procedures are reviewed • Teachers with chn with disabilities inform the Inclusion Lead if any issues of access or mobility arise. • 1:1 support in place where needed 	<p>Children and adults are able to access all areas of the school.</p> <p>Personal Evacuation Plans, Medical Plans to be reviewed regularly.</p>	<p>Ensure disabled parking bays are kept for this purpose.</p> <p>Annual full Health and safety audits carried out.</p> <p>Health and Safety reporting is part of termly leadership report to LGB</p> <p>Specific children and adults to have Personal Evacuation Plans.</p>	<p>Head of School/H&S Team</p>	<p>Ongoing</p>	<p>No barriers to access in place.</p> <p>Personal plans are updated annually and if circumstances change</p>
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<p>2. To continue to raise staff awareness of a range of barriers to learning for pupils with sensory impairment as and when appropriate specific to individual children, including classroom layout, décor, poor acoustics, classroom management strategies, levels of lighting, etc.</p> <p>3. Children with disabilities have appropriate equipment to access their learning</p>	<p>Teachers/parents raise concerns with SENCo to</p> <ul style="list-style-type: none"> identify children with physical difficulties. Teachers review chn’s seating positions based on advice from professionals/ needs within the classroom or in in respect of changes to noise in classrooms, e.g. open window etc... School purchases/accesses specialist equipment/furniture as required. 		<p>Regular training from staff on use of equipment /training</p> <p>3x SEND review meetings per year with parents.</p> <p>Regular reviews for children needing access arrangements.</p> <p>SENCO to contact outside agencies for support for specific needs.</p>	<p>Class teachers and SENCo</p> <p>SENCo/Head teache</p>	<p>SEND staff meetings are in place</p> <p>SEND parent meetings occur for all children on the register.</p> <p>SENCo visits every classroom termly.</p> <p>All relevant agencies are contacted as required.</p> <p>All relevant equipment/resources is in place/purchased as required.</p>
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<p>C: ACCESS TO INFORMATION</p> <p>1.Children</p> <p>Improve the delivery of information to</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources 		<p>Children to have their own learning needs met as part of their EHCP's or SEN Pupil Profiles.</p> <p>Outside agencies to recommend resources etc. Sign language and</p>	<p>SENCo</p>		<p>The school is accessible to everyone.</p> <p>Teaching and environment is adapted to meet</p>
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4. Monitoring arrangements

This document will be reviewed every **2** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Committee and uploaded to the school website

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of levels	The school is a single-story building.	Regular maintenance and Health and safety checks are carried out.	Mr K Ayres Mrs Faye Charlton	Ongoing
Corridor access	Corridors are wide enough to allow for wheelchair access.	Ensure furniture and clutter is not impeding access for wheelchairs.	Class teachers	Ongoing

<p>Lifts</p>	<p>Wheelchair lift is available in the school hall.</p>	<p>Regularly termly check that lift is in working order.</p>	<p>Mr K Ayres</p>	<p>Termly ongoing</p>
<p>Parking bays</p>	<p>Disable parking space is available near the entrance to the school building.</p>	<p>Ensure this is used only by Blue-Badge holders.</p>	<p>Office staff</p>	<p>ongoing</p>
<p>Ramps</p>	<p>There are ramps/street level access which allow access to all areas of the school for wheelchair users.</p> <p>Ramps are wide enough and have safety rails for safe access</p>	<p>Ensure ramps are maintained and surfaces and handrails are safe.</p>	<p>Mr K Ayres</p>	<p>Ongoing</p>

<p>Toilets</p>	<p>A disabled toilet is available near the school office.</p>	<p>The area is also used for storage so ensure that access for wheelchairs is maintained.</p>	<p>Office staff SLT</p>	<p>Ongoing</p>
<p>Reception area</p>	<p>Reception can be accessed via a ramp. The area is small and does not allow for easy passage of the wheelchair if there are several people in the area.</p>	<p>Alternative route into school is available via the art room into the school hall. Lift is available in the hall. This route is only to be used when absolutely necessary.</p>	<p>All staff</p>	<p>Ongoing</p>
<p>Emergency escape routes</p>	<p>Fire exits are signed and ramps are available to allow access out of the school during an emergency.</p>	<p>Children will be supported by their TAs to exit the school safely.</p>	<p>1-1 TAs</p>	<p>Ongoing</p>