**The Mill Primary Academy - Accessibility Plan 2021 to 2024**

| 1. **Purpose of this plan** | This plan sets out how our school will increase access to education in three key areas:   1. increasing the extent to which pupils with disabilities can participate in the school curriculum 2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services 3. focussing on how we deliver information, to improve accessibility for all, including parents with disabilities. |
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| 1. **Timescales and review** | Our school Accessibility plan will be reviewed every three years and reported on, annually. |
| 1. **What does accessibility and Inclusion mean for our school?** | We are committed to providing a school that can be accessed and used to the greatest extent possible by all people regardless of their ability or disability.  When reviewing or redesigning our school environment (e.g. building, technology, information, communication, activities) we will consider any adjustments that may be required. |
| 1. **Definition of Disability** | The definition of disability is set out in the Equality Act 2010 as:  ‘A physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day to day activities’. |
| 1. **Reasonable adjustments for people with disabilities** | Where something the school does could place a person with a disability at a substantial disadvantage compared to a person without a disability, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing barriers, physical or otherwise. |
| 1. **What we have in place to make our school accessible.** | 1. **Increasing access to the school curriculum for pupils with disabilities**   Interactive whiteboards fitted and used in all classrooms  Chromebooks for all students, and used for children to type work, rather than handwrite, with significant physical co-ordination needs  Finger Gym to increase finger strength and Finger holds to aid pencil hold for students with fine motor skills disabilities  Differentiated work including visuals for students with SEND when appropriate  Work stations when appropriate, for students with ASC/Sensory needs  Now and Next Boards  Visual Timetables in all classes  Makaton used in EYFS and all staff in EYFS trained to use Makaton  Key SEND support staff trained in ELKLAN for Speech and language support  Reward charts to encourage participation and sense of achievement  Individual timetables for children with significant SEND  Increased font for texts for visually impaired students  Use of ear defenders when requested for students with ASC/Sensory needs  Access to Sensory Room in EYFS  Access to online Speech and Language Therapy and to Speech and Language therapy services to support effective communication and access to the curriculum  Referrals to and support from, Mental Health Support Service for Schools for children with anxiety/low attendance  Referrals to and support from ELSA (Emotional Literacy Support) for children with emotional needs  Referrals to and support from Play Therapist for children with emotional needs  Forest School - whole school accesses this - supportive of children with additional needs.  Referrals to and liaison with, outside agencies including Alternative Provision Unit, Child Development Centre, CAMHS . |
| 1. **Improving access to the physical environment of the school**   Ramped access to café entrance and to back entrance  Entrance to school gate (pedestrians) and to car entrance is automatic and accessible at low level  Front entrance - doors to Reception area have automatic opening  High visibility paint used to indicate hazards in the playground  2 x disabled parking spaces  Adapted toilet with alarm pull, hand-rail horizontal and vertical, lower level sink in EYFS area  Nappy changing facilities  Blinds fitted in classrooms to enable light control  Low level sockets fitted in TKAT Towers  Note: The school does not have a lift to the upper levels of the school |
| 1. **How we support and communicate with members of the school community who have children with disabilities, or who have disabilities themselves.**   Website in place  Texts to parents/carers (to mobile)  Newsletter by email to parents weekly  Makaton sign/song of the week uploaded to Newsletter with online link for parents  Marvellous Me app for parents/carers to update on child’s progress Years1-6  Tapestry app for parents/carers to update on child’s progress EYFS  Support email in place for every Year group for parents/carers to request information and support  Online “Mable” service communicates Speech and Language records directly to parents/carers of children with SEND  Group meetings from Mental Health Support Team to support parents/carers of children with Mental Health needs  Face to face meetings or online meetings with parents/carers and all supporting agencies as requested to support transfer of information  Support with completing forms when requested by parents/carers (SAFLO/SENDCO)  SMT/SAFLO adults standing outside school at start/end of day to facilitate communication with parents/carers  Interpreters called for meetings with parents/carers when requested.  Flexible delivery and collection times for children with significant SEND - including access to car park |

**Our Plan to increase accessibility.**

Over the next three years we plan the following changes:

|  | **What we plan to do** | **What difference will it make - refer to statements a-c in Section 6** | **Who is responsible** | **By when** | **Date completed** |
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| 1. | Taps in toilets for pupils to be reviewed - currently a mix of “Push” (in Years 2,3,4) and sensor (in Years 6 and toilets accessed from Playground) | Increase levels of access/independence | TKAT to advise |  |  |
| 2. | Noise barriers to be set up in the Gym | Lower levels of noise and reduce sensory overload | Business manager/ Matt Eagle |  |  |
| 3. | Website to be reviewed for accessibility | Increase levels of access, communication and participation through alternative means of access | Mr Chris Noble |  |  |
| 4. | Install an external lift to the second and third floor | Enable access for children and adults with restricted physical abilities. | TKAT | Term 6 2024 |  |

**Review of our Plan**

| **Year 1** |  |
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| **Year 2** |  |
| **Year 3** |  |