



The Mill Academy Accessibility Plan 2023-2026

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1. Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Local Academy Committee (LAC). The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At The Mill Academy we are committed to ensuring that everyone is valued, supported and respected. We provide children with a safe, secure and stimulating learning environment where the children receive high quality teaching and learning with an expectation that everyone achieves their full potential. To reach this aim we provide an exciting broad and balanced curriculum, providing life - long learning opportunities for all

The Mill Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs and information about the school and school

events; the information should be made available in various preferred formats within a reasonable timeframe.

The Mill Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website.

2. Aims and Objectives

Our Aims are:

- **Increase access to the curriculum for pupils with a disability**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information**

Our objectives are detailed in the Action Plan below.

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability through Early Help Assessment and by information collection at the start of each year or when a new pupil joins the school.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. Disabled pupils can access all areas of the school.

Curriculum

The Mill Academy is aware there are areas of the curriculum to which disabled pupils have limited access where provision needs to be adapted. Other issues affect the participation of disabled

pupils, for example: peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is a one-storey building with wide corridors and several access points from outside. The school has wide door access to all rooms.

On-site car parking for staff and visitor includes two dedicated disabled parking bays. All entrances to the school are flat and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one in the Foundation Stage, and one adjacent to the school hall. All these are fitted with a handrail and a pull emergency cord, handrails have also been installed in the toilets which are used by the children with physical needs. The school has internal emergency signage and escape routes are clearly marked.

5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities arise. We work closely with agencies to ensure we are able to provide the appropriate access prior to a pupil commencing at The Mill Academy. This is primarily done through multi-agency planning and Early Help Assessment.

6. Action Plan

	TARGETS	STRATEGIES	OUTCOMES/ SUCCESS CRITERIA	TIMESCALE	GOALS ACHIEVED
Short Term	Review existing or new pupils needs and identify any adjustments that need to be made. Link with SENDCO and EHA in place.	SSP reviews for children with SENDCO needs. EHA/safeguarding monthly audits/reviews.	PEEP are reviewed and in place for children and staff to ensure needs are met. To ensure any adaptations are put in place which are understood by all.	Sept 2023 – July 2026	
	Continue to collaborate with families and agencies regarding pupils needs.	EHA/TAF meetings. Daily meet & greet parents by SLT/HLTA so that any provision can be identified and put in place quickly.	All families feel supported by school and understand what provision has been put in place to support their child/ren.	Sept 2023 – July 2026	

	To ensure full access to curriculum for all pupils	Assess the needs of the child and adapt planning accordingly – i.e P.E /RE for children with other faiths i.e Jehovah witnesses. Use of ICT where writing is a barrier to learning. Use of SSP's where appropriate and reviewed 3x year.	P.E lessons are adapted either by use of different resources, equipment, use of additional adult support to ensure full participation is achieved for children with additional needs. Any SSP targets are met Any barriers to learning are removed. RE – curriculum is sensitive to other beliefs. All pupils at school are taught about fundamental British values such as tolerance and mutual respect.	Sept 2023 – July 2026	
Medium Term	To review attainment of all SENDCO pupils	Pupil progress meetings SENDCO meetings – annual reviews. SSP reviews – 3x year. Parent evenings. CEO/SLT reviews of whole school data	Progress made towards support plan targets/SSP. Provision mapping shows clear steps and progress made.	Sept 2023 – July 2026	

	To ensure all pupils achieve their targets, including HAP's, MAP's and LAP's.	Monitoring of curriculum delivery, planning, lesson observations, pupil progress meetings, Whole school data overviews. Booster classes organised for Y6 pupils. Introduction of accelerated learning methods. HCAT external review of learning. CPD of staff.	Pitch of lessons are at National or above and extend learning for all pupils. Whole school data overviews identifies progress of vulnerable groups and cohorts – linked to SIP. All lessons are graded as good or better. External review indicates progress of all group of children and identifies further areas for development.	Sept 2023 – July 2026	
Long Term	Improve background noise in hall/dining room for hearing impaired children/adults Explore installation of strobe lights in toilets linked to fire alarm for any child with hearing impairments	Acquire expert advice for suggestions to improve the hall/toilet facilities.	Improved environment for hearing impaired children.	Sept 2023 – July 2026	

	Investigate use of multi-lingual notices/letters on website.	Identify what languages are needed. Translate letters and information	Improved information so that parents with English as an additional language can access information more easily.		
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