



## Mill Lane Community School & The Windmill Community Nursery



*Growing, Thriving, Flying*

### Accessibility Plan 2024 to 2027

#### **Aim**

At Mill Lane Community Primary School and the Windmill Community Nursery, we are committed to providing an accessible environment which values and includes all pupils, staff, parent / carers regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

We plan, over time, to ensure equality in the accessibility of provision for all pupils, staff and visitors to the school.

Our Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, including reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary. This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents/carers and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events.

Attached are action plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis by the headteacher, SENDCo and Governors.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

#### **Definition of Disability**

The Equality Act (2010) defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

### Physical Environment – Current Provision

Our site comprises of one single storey main building plus 2 external prefab buildings that are due to be replaced by 1 permanent brick building. All access to the main building is via either through sloped access or flat paths.

Corridors within the school are kept clear and meet the required width for wheelchair access. Cloakrooms are kept as clear as possible and where possible are kept separate from corridor traffic. Classrooms are set up to enable ease of movement around furniture for everyone. Where necessary a range of table sizes are available and when appropriate, there is access to borrow or buy specialist furniture from the SENSS Physical Disability Team.

Floor coverings in classrooms, shared areas and corridors are a mixture of lino, wood and short pile carpet which allow for easy wheelchair movement.

In the car park, there is access to the main school entrance via one route comprising of a sloped pathway. There are no designated disabled parking spaces.

### Physical Environment – Improvement Plans

Target	Strategy	Timescale	Lead	Success Criteria
Ensure there is at least one disabled parking space, closest to the sloped pathway.	Create signage to indicate where the disabled parking space is.	March 2025	Caretaker	! disabled space is permanently available.
Ensure site is accessible and movement, both internally & externally, meets the needs of those with a physical disability.	Audit of site with a focus on those with a physical disability.	April 2025	Deputy HT Caretaker	Appropriate adaptations are made where necessary.
To ensure children and staff with visual, hearing and physical difficulties are able to evacuate the school safely in the event of the need to evacuate the building.	Make sure appropriate PEEPs are in place where necessary. Termly evacuation practices to identify any issues or difficulties.	Termly	HT	Staff and children are able to evacuate from the school building safely.
Safe spaces and quiet rooms are available to pupils who need to access them.	Maximise use of sensory & physical rooms. Development of outdoor areas e.g. Sensory trail. Introduction of lunch hub for KS2 children.	Ongoing	Deputy HT / HT SEND team	Parent & pupil survey has positive results for children feeling safe and having their needs met.

	Reading ambassadors to run the library at lunch times as quiet space for those who need it.			
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### Access to the Curriculum – Current Provision

At Mill Lane School and the Windmill Nursery, children with disabilities are included as part of an assigned class, working independently and in groups with their peers, participating in learning as planned by their class teacher. Some children are directly supported by a teaching assistant in order to meet their needs and to allow access to the curriculum and activities. This is directed and supported by the class teacher.

At Mill Lane, we are committed to providing a broad and balanced inclusive curriculum making use of the National Curriculum 2014 in line with the SEND Code of Practice 2014.

Following our Curriculum Policy, lesson planning includes adaption within the teaching to meet different levels of need and quality teaching materials to suit individuals are made available. All children are encouraged to participate in the whole curriculum with support as is relevant and necessary for the child. School visits and clubs are open to all with appropriate risk assessments carried out and reasonable adjustments made to certain activities.

Professional development for staff is organised and made available as the need arises. As soon as the school is aware of a child’s particular need, training is organised wherever possible for the whole staff and in particular for the child’s Class Teacher and Teaching Assistants. Ongoing CPD is then made available, wherever possible, as the child moves through the school to update Teachers and Teaching Assistants.

If a child needs assistive technology to help them access their learning, referrals are made to the SENSS Physical Disability Team, who will then advise on appropriate resources/interventions and loan equipment as necessary.

### Access to the Curriculum – Plans for Improvement

Target	Strategy	Timescale	Lead	Success Criteria
To continue to monitor the progress of children with SEND	Continue to implement and embed the use of Edukey Provision Map to monitor provision and targets for children on SEND register. Monitor progress of children with SEND and those who are not making expected progress. Monitor the effectiveness of intervention programs. Discussion at pupil progress meetings.	Termly data reviews Ongoing SLT meetings Ongoing SEND team meetings	SEN team SLT	Data shows the progress children with SEND have made in not only formal assessments but also work samples. Adjustments are made to provision where lack of progress is identified.

To monitor teaching across the school for appropriate adaptive teaching strategies and the use of appropriate resources e.g. dyslexia friendly material.	SEN team learning walks. SEN team to support staff. Monitoring of planning by SLT.	Termly monitoring cycle	SEND team SLT	Observations show that all needs are being considered in the planning and delivery of activities. Staff are making use of a range of SEND resources to support children's learning e.g. dyslexia friendly paper and films.
To provide staff with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and address the needs of all pupils.	Individual and whole staff CPD targeted to meet staff's needs and to raise awareness of designing a curriculum to meet a range of needs.	Ongoing Review in March in line with setting budget	SLT	Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adaptation of a variety of teaching styles and strategies.

### Access to Written Information – Current Provision

At Mill Lane School and the Windmill Nursery, we operate an open door policy where parent / carers are welcomed into school to discuss any concerns.

In addition:

- Correspondence is primarily carried out via ParentMail using SchoolComms.
- The school regularly updates its website
- Spare copies of letters are available in the reception office and can be enlarged for pupils or parent/carers with a visual impairment
- All classrooms have a visual timetable to help children with following and knowing the routine of the day
- Resources are enlarged or put on coloured paper as appropriate for children with specific needs

### Access to Written Information – Plans for Improvement

Target	Strategy	Timescale	Lead	Success Criteria
To provide information in other languages for pupil / parents / prospective parents.	Consider use of translators where necessary for meetings with parents / carers. Translate letters using Google Translate.	Ongoing	SEN team Admin staff	Pupils and parents feel supported and communication is understood.
Review information to parents / carers to ensure it is accessible.	Provide information and letters in clear print. Avoid use of jargon. Staff to provide support to parent / carers who are unclear on process or how to complete a form.	Ongoing	Headteacher Admin staff	All parents receive communication in a format that is accessible.

