

Millthorpe School



Accessibility Plan

Adopted by Governors:	May 2013
Committee Link:	School and Community
Review Timetable:	3 Years
Renewal Date:	May 2016
Updated:	February 2017

Millthorpe School Accessibility Plan

1.0 Introduction

1.1 This plan is drawn up in accordance with the

Public Sector Equality Duty (PSED) as outlined in the Equality Act 2010 and supported within the statutory guidance featured in Section 6:79 of the SEND code of practice (January 2015)

1.2 This statutory duty and guidance requires all education and training settings to plan to increase over time the accessibility of their setting for disabled children and young people and their parents / carers and to implement their plan.

2.0 Definition of Disability

2.1 **Disability is defined as follows by the Disability Discrimination Act 1995:**

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

Some children defined as disabled, who for instance have arthritis, may not be defined as having SEN. Some children defined as having SEN, who for instance may have a behavioural difficulty, may not be defined as being disabled. The plan addresses the needs of children with learning difficulties and disabilities.

3.0 Planning Duty

3.1 The school recognises its duty under the Equality Act (2010)

- Not to discriminate against disabled pupils in its admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably as a result of their disability.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

- To publish an Accessibility Plan
- Millthorpe School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

i. Increasing the extent to which disabled pupils can participate in the school's curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

ii. Improving access to the physical environment of the school. This covers improvements to the physical environment of the school and physical aids to access education.

iii. Improving the delivery of written information to disabled pupils. This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils.

4.0 Scope of the Plan

4.1 In drawing up the Plan, the school has considered the access needs of teachers, support staff, governors, contractors, parents and other visitors as well as pupils.

5.0 Consultation with pupils, parents and disabled people

5.1 Consultation with students, parents and staff will be built into the overall Access Plan to ensure that improvements match the needs and priorities of school users.

5.2 A group of students with a variety of additional needs completed a detailed evaluation of access within the school, which they fed back to staff and the link governor. They considered all aspects of access, including physical and sensory barriers, communication and behaviour. The results of their work have been fed into the action plan below.

5.3 We will continue to consult with parents of future Year 7 students to ensure we meet any particular needs their children may have.

6.0 Audit of existing provision

6.1 Curriculum

- Inclusive venues for residential visits have been identified.
- A range of intervention programmes are available to support children with literacy difficulties, including catch-up literacy, paired reading, acceleread.
- All pupils are encouraged to take part in a range of physical activities.
- All school visits and clubs are available to all pupils. In addition, vulnerable students are offered bespoke lunchtime activities. Teaching assistants may be available to support identified SEND students to access lunch time activities.

- A policy is in place for the administration of medicines, and trained and identified staff monitor its application in school.
- There is a full and varied programme to support transition, e.g. routine visits by pastoral staff to meet students, parents and primary school staff; enhanced transition programme for prospective vulnerable Y7 SEND students; taster day for all prospective Y7 students in July.
- Timetabled TA support within departments for SEND students.
- Development of use of Pupil Remove and Inclusion Support Classroom for vulnerable students or students with social, emotional and behavioural difficulties.
- Flexible timetables for some identified students whose needs are such that they are unable to access certain lessons, parts of the day etc.
- Close 1:1 bespoke intervention work with KS4 SEND pupils whose needs are such that they are likely to become NEET post 16 without considerable support to gain qualifications and support transition.

6.2 Physical Environment

The school site contains buildings of various ages, nearly all of which pre-date the establishment of current standards of accessibility, meaning many areas of the school are difficult to access and effective improvements are often problematic and/or costly. Because of the general condition of the buildings, any improvements to access have to be carefully prioritized alongside other essential maintenance and improvement works.

6.2.1 Level Access / Mobility

- The following areas of the school have level access: B Block (18 classrooms); Library; part of A Block (5 classrooms); Sports Hall; Main Hall.
- The ICT Suite is accessible via a passenger lift.
- The student toilets in B Block and the staff toilets in A Block have level access.
- The following classrooms are not currently accessible by wheelchair users: C Block (8 classrooms); D Block (8 classrooms); part of A Block (4 classrooms); Language Lab; Music Rooms 2 and 3
- There is also no level access to the Main House, including the School Office, or the student toilets in A Block. The canteen and Music Room 1 are accessible at ground level via a low step and a doorway with a threshold.

- Handrails have been installed at the field side approach to the Sports Hall and temporary classroom A12. A sloped access has been created to the Sports Hall.
- Additional handrails on the school side stepped access may be beneficial for people with limited mobility; also the sloped access is steeper than recommended gradients for wheelchair users (approx 1:6 as opposed to the 1:12 maximum given in the British Standards). Further investigations into possible improvements in this area are being carried out in conjunction with a student with a disability.
- A rolling programme of improvements to tarmac, paving and pathways has been instigated and is included in the Asset Management Plan going forward. This includes removing trip hazards, leveling irregular surfaces and clearer marking of the edges of steps.
- A new, level concrete pathway has been laid to the front of the school to improve ease of movement between different parts of the school.
- There are a number of external and internal doors with high thresholds and short flights of steps around the site that make movement between areas difficult or impossible for people with different mobility difficulties. A process of prioritization and feasibility is underway to identify where level entrances / slopes can be constructed.
- There is an accessible toilet with adaptations for disabled people adjacent to the Library and in B block

6.2.2 Signage / Safety Alerts

- There is clear signage throughout the site but it requires updating with symbols / colours to make it accessible to a wider range of school users.
- There is a designated parking space for drivers with a disability but the signage requires refreshing and the spaces need to be kept available as required
- The evacuation system does not include a visual component alongside the auditory alarm.
- Personal Evacuation & Egress Plans are in place for identified students with a disability.

6.2.3 Audio and Visual Access

- All classrooms are equipped with a data projector / interactive whiteboard with connected speakers to assist the communication of information to groups of students.

- There is a programme for replacing curtains with blinds in classrooms to improve readability of projected images.
- Some classroom equipment needs upgrading to improve readability / audibility.
- Some classrooms are carpeted and/or well sound-proofed but in some areas of school, extraneous noise can pass easily from one room to another.

6.2.4 Other improvements under consideration include: initiation of one way systems in certain areas of the school; improving signage in the canteen; procedures for identifying and responding to mobility needs of visitors, carpeted areas in each curriculum area

6.3 Written Information

- Written translation can be accessed as required from the Local Authority BME Advice Service
- Large print can be produced in house, using RNIB recommended font sizes (16 point minimum)
- Support is offered to parents with reading difficulties to enable access to written communication.
- All staff have regular training on supporting students with reading difficulties and differentiating written information.
- Telephone translation services (Language Line) can be accessed via the Local Authority
- Identified students access written materials on coloured paper to support their specific learning difficulties
- Inclusion Department offers an open doors policy and encourages parents / students to raise concern when necessary by phone, email or text.

6.3.1 The following need to be established:

- Use of Plain English services to make key documents clear and accessible
- Training in use of symbols for non-readers
- Flagging system for parents / carers with additional language / reading needs

6.4 Website

- The website currently has not been evaluated for accessibility and has no specific tools to assist with access.

- 6.4.1 A new website is under development, which will be designed to meet the requirements of BS 8878:2010 (British Standard for website accessibility) and an A rating using the W3C system. Specific functionality will be built in to improve accessibility, such as the ability to change the size and colour of fonts and select high contrast colour schemes, equivalent alternative text for images and keyboard input options.

8.0 Policies

- 8.1 Compliance with the Equality Act 2010 is consistent with the school's aims, the equality policy and the operation of the school's Inclusion Policy.
- 8.2 The Accessibility Plan will contribute to the review and revision of related school policies.
- 8.3 The financial implications of the plan will be reviewed by Senior Leadership with the Finance & Staffing Committee as part of the normal budget review process. The objective is that over time School Accessibility Plan will be integrated into the School Improvement Plan.

9.0 Reviewing, Monitoring and Evaluating the Plan

- 9.1 Adequate resources will be allocated to enable implementation of the plan.
- 9.2 The plan will be informed by feedback from parents, pupils and people with disabilities.
- 9.3 The plan will be available on request from the school website.
- 9.4 The plan will be reviewed at least every 3 years (in line with legislative requirements) and the Action Plan will be reviewed annually by the School and Communities Committee.

The plan is available in the following formats, on request to the School Office:

- Large print,
- Audio version
- Translation into community languages.

Appendix 1: Action Plan 2015/16

	Issue	Action	Cost	Person	Date	Status
Short Term	Poor quality monitors and speakers on individual and class PCs	Replace redundant hardware	£1,000 pa	Alex Collins	May-July 2013 and on-going	Complete for 2013
	Difficulty in seeing projected image on whiteboards	Replace missing and damaged curtains with black out blinds	£4000 pa	Matt Chapman	3 year programme starting April 2013	Underway. Budget identified for 3 years
	Access to hockey field difficult via grass bank	Construct concrete steps with handrail from top of bank to field.	£5,000	Matt Chapman	July-Aug 2013	Complete. Hand rails to follow.
Medium Term	Difficulties in navigating the site.	Replace all signage across site	£5,000	Jon Deamer	2013/14	External signage replaced 2014
		External finger posts to show location of main blocks / parts of school	£500	Jon Deamer	2013/14	Additional external signage installed 2014
		On-going programme to improve paths, steps etc.	£250 pa	Matt Chapman	On-going	Rolling program
	Noise from stools above is disruptive in ground floor classrooms	Purchase new stools and/or new rubber feet where required	£1,000	Matt Chapman	Apr 2013-Mar 2014	Complete for A6. Programme to complete remaining Science classrooms during 2016/17
	Limitations to website	Develop a new school website	£250	Jon Deamer	Sep-Dec 2014	Complete
Long Term	Improved accessibility for students, staff and visitors with additional mobility needs, in particular enabling such visitors to access the reception more easily					
	WiFi coverage that allows students with additional writing needs to use mobile devices across school					
	Consult students and staff on acoustics and visibility in classrooms across the site.					

Appendix 2: Action Plan 2016/17

	Issue	Action	Cost	Person	Date	Status
Short Term	Risk of trapped fingers in door hinges for students with visual impairment	Install finger guards to relevant doors	£150	ADH	Aug 2016	Complete
	Limited independence for self-care for visually impaired students	Install suitable adaptations to student WCs in B Block	£50	ADH	Aug 2016	Complete
	Risk of exacerbated back injury for students with postural difficulties	Purchase orthopaedic stools for use in practical subjects	£100	ADH	Nov 2016	Complete
	Improve accessibility of SENd area of website	Easy read SENd offer with visuals and film	n/a	MHG	Sep 2016	Complete
	Risk of requirements of students with additional needs not being met with regard to accessing trips and activities.	Revise educational visits policy and procedure to include explicit requirements for consulting with SENCO before running trips and activities and making suitable adjustments.	n/a	ARC	Sep 2016	Complete
	Increased number of students with emotional needs requiring access arrangements for exams	Following JCQ regulations, use of additional rooms, including The Base, for students needing specific access arrangements. Staff trained to support students as required.	n/a	MHG	Feb 2017	Complete

	Lack of clarity regarding accessibility of curriculum	Develop curriculum accessibility checklist to identify targets and inform departmental improvement plan	n/a	MHG	Jan 2017	Complete; shared with all York schools.
	Limited accessibility to dining hall	Staffed by TAs for vulnerable students Tighter systems for queue management	n/a	MHG/ARC	Sep 2017	Complete
	Accessibility of written communication from school	Increased use of information sent in electronic format.	n/a	ARC	Sep 2017 (ongoing)	Complete (ongoing)
	Lack of clarity regarding support for students with medical needs	Produce Supporting Students with Medical Conditions Policy	n/a	ARC/MHG	Jan 2017	Complete
Medium Term	Difficulties in navigating the site.	Replace all signage across site	£5,000	ARC	2013/14	External signage replaced 2014
	Noise from stools above is disruptive in ground floor classrooms	Purchase new stools and/or new rubber feet where required	£1,000	ADH	Apr 2013-Mar 2014	Complete for A6. Programme to complete remaining Science classrooms during 2016/17
Long Term	Improved accessibility for students, staff and visitors with additional mobility needs, in particular enabling such visitors to access the reception more easily					
	WiFi coverage that allows students with additional writing needs to use mobile devices across school					
	Consult students and staff on acoustics and visibility in classrooms across the site.					
	Development of quad area to include widened circulation areas and accessible garden area					