



MILLOM SCHOOL

Accessibility Plan 2024/2025

Approved by ⁽¹⁾	
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Position:	Chair of Governors
Signature:	
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¹ This document requires approval from either the Governing Body or Proprietor

To be reviewed every 3 years

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1. Aims

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. Equity is a core value – we aim to remove barriers to participation in learning and enrichment activities by ensuring fair access for all. We recognize that some students may need more support than others to overcome those barriers.

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

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Equity – the removal of barriers to learning for all – is a core priority for the school; there is a recognition by staff that some students require extra support to remove those barriers • Our school offers an accessible curriculum for all pupils at Key Stages 3, 4 and 5 • This includes the enrichment curriculum and access to extracurricular activities that support the curriculum, for example, trips, music lessons • The curriculum is regularly reviewed to make sure it meets the needs of all pupils • All pupils are supported to access a wide range of option choices at Level 2 and Level 3 (post-16), without discrimination • We use resources tailored to the needs of pupils who require support to access the curriculum; adaptive teaching practices are in place • Teachers have received specific SEN support training and best practice is shared via morning briefings and staff INSET • Curriculum resources include examples of people with disabilities, where appropriate • Curriculum progress is tracked for all pupils, including those with a disability; progress of EHCP and K SEN groups are monitored in whole school analysis • Targets are set effectively and are appropriate for pupils with additional needs; consideration of special educational needs is in place for whole school target setting procedures 	<p>Continued development of adaptive teaching strategies</p> <p>Aim to achieve proportional representation of SEND students on enrichment and extracurricular activities</p>	<p>All teachers, with SENCO and Assistant Headteacher having the strategic overview</p> <p>Teachers, Heads of Department</p>	<p>July 2026</p>	<p>Curriculum review, lesson observation and work scrutiny reports highlight good adaptive teaching practices, which are also shared through staff briefing and INSET. Such effective strategies are captured within the reviewed pupil profiles.</p> <p>There is an increase in the proportion of disadvantaged students accessing enrichment and extracurricular activities.</p>

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height <p>We have visual impairment aids: banisters on stairs, black/yellow non-slip tape on stairs to the Hub, as advised by Habilitation Specialist for VI.</p>				

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources where needed • Braille • Induction loops • Pictorial or symbolic representations to support learning • Technology to aid learning such as iPads accessing enlarged resources. • AV1 Robot if parts of the school are physically inaccessible for pupils. <p>We have remote education systems in place to support students who may not be able to physically access the school site during periods of poor health. This includes the setting of work via Microsoft Teams and the use of an AV1 robot.</p>				

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing body.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) Information Report
- SEND and Inclusion policy
- Supporting pupils with medical conditions policy