

ACCESSIBILITY PLAN

Document Owner: Director of Inclusion

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Status: Statutory



part of the

Document Type		Accessibility Plan (Mill Hill)		
Reference/Version Number		CLT-ACC/MH-V1.4		
Summary		Our Academies aim to treat all students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.		
Associated Documents		<ul style="list-style-type: none">• Risk Assessment Policy• Health & Safety Policy• Special Educational Needs (SEN) Information Report	<ul style="list-style-type: none">• Supporting Pupils with Medical Conditions• Equality Information & Objective Statement	
Target Audience		All Employees		
Date of this Version		September 2023		
Document Owner		Director of Inclusion		
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VERSION CONTROL

Version No:	Type of change	Date	Revisions from previous version
V1.2	Bi-Annual Review	Sept 2021	
V1.3	Interim Annual Review	March 23	Reviewed and updated actions Page 5
V1.4	Interim Periodic Review	Sept 23	Reviewed and updated actions Section 4

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1. STATUS

- a. Statutory.

2. AIMS & OBJECTIVES

- a. Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
 - i. Increase the extent to which disabled pupils can participate in the curriculum
 - ii. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
 - iii. Improve the availability of accessible information to disabled pupils
- b. Our Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.
- c. Mill Hill Primary Academy are a highly-inclusive school and provide an accessible curriculum, buildings, facilities and information, this is a core aim within the Academy ethos.
- d. The plan will be made available online via the Academy website, and paper copies are available upon request.
- e. The Academy is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- f. The Academy complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility, this procedure sets out the process for raising these concerns.
- g. We have included a range of stakeholders in the development of this accessibility plan.

3. LEGISLATION & GUIDANCE

- a. 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.
- b. 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.
- c. 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.
- d. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- e. This policy complies with our funding agreement and articles of association.

4. ACCESSIBILITY ACTION PLAN

Aim	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ensure students with SEND have access to the curriculum	<ul style="list-style-type: none"> Consider hearing loops in key areas within the Academy. Audit the curriculum and monitor Teaching and Learning. Ensure any needs are incorporated into the risk assessments for trips for specific pupils. Provide written information in alternative formats (non cursive font, larger font, coloured pen/paper). Ensure the use of Braille, the Braille machine and a Braille laptop. Academy liaises with external advisors including the visually impaired and hearing impaired team and SEND services. Training for staff on adaptive teaching WISH to provide support/intervention Provide tablets and other adjustments to pupils with SEND 	Principal SENCO	December 2023 & ongoing	School Leaders are aware of accessibility gaps and ensures that all children have the same access to the curriculum. Academy liaises with local services. Planning of academy trips takes into account pupils with SEND. Pupils with disabilities can access lessons. Staff members have the skills to support children with SEND.
Ensure the Academy physical environment is accessible to all pupils.	<ul style="list-style-type: none"> Disabled toilets to be accessed by some pupils, against identified needs where necessary When necessary, review wheel chair access Maintain and review accessibility for all pupils Clear signage around the Academy Check all learning spaces Ensure refuge space and staff support is identified linked to evacuation procedures and individual evacuation/emergency procedures. 	Principal SENCO Business Manager	December 2023 & ongoing	Academy building, facilities and learning environments are accessible for all

5. MONITORING ARRANGEMENTS

- a. This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

6. LINKS WITH OTHER POLICIES

- a. Risk assessment procedures
- b. Health and safety policy
- c. Equality information and objectives (public sector equality duty) statement for publication
- d. Special educational needs (SEN) information report
- e. Supporting pupils with medical conditions policy