

# Milngavie Primary and ELCC Accessibility Guidelines & Procedures



March 2020



## **1. Aims**

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils
- To increase accessibility for children, parents, staff and the wider community to learning opportunities and improve outcomes for children with SEN/ additional needs

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. Our expectation is that children and young people with SEN will receive an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

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. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including pupils, and parents.

## **2. Legislation and guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010. The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

For guidance, '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 disabled pupil faces in comparison with non-disabled pupils. 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.

## MILNGAVIE PRIMARY SCHOOL AND EARLY LEARNING CENTRE - ACCESSIBILITY ACTION PLAN

Aim	Current practice	Objectives	Actions to take	Person to lead	Complete by	How success known
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	For all pupils to make similar rates of progress regardless of pupil characteristics	Monitoring of the progress of pupil groups through pupil progress meeting and reporting to the Parent Council.			Monitoring of the progress of pupil groups through pupil progress meeting and reporting to
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as costs and needs allow. This includes: <ul style="list-style-type: none"> <li>• Disabled parking (in residential bay outside main gate)</li> <li>• Disabled toilets and changing facilities</li> <li>• Liaison with specialist colleagues where pupils are unable to access the space- so that a full curriculum plan can be agreed</li> </ul>		Where a pupil cannot physically access all of the school building - a bespoke plan put in place to ensure they have access to the full range of the curriculum			

Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> </ul> <p>For all pupils and their families to be able to access school information which meet their needs</p> <p>Website to be contrast high, language interchangeable, and develop use of audio features.</p> <p>Helen Bennett SENDco Feb 2022</p> <p>For all pupils and their families to be able to access school information which meet their needs</p> <ul style="list-style-type: none"> <li>• Pictorial or symbolic representations</li> <li>• Sensory equipment</li> <li>• Website adaptations-contrast and language</li> </ul>		<p>Audit and monitor equipment. Ensure signage is high contrast in building.</p> <p>Offer large print resources where needed.</p>			<p>For all pupils and their families to be able to access school information which meet their needs</p>
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