



Mylor Bridge School

Accessibility Plan

Date created: Spring 2023

Date for review: Spring 2026

At Mylor Bridge School, we want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how Mylor Bridge School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/careers and visitors in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

Definition of disability

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

Areas of planning responsibilities:

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

The governing board also recognises its responsibilities towards employees with disabilities and will:



- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Contextual Information

Mylor Bridge School is a single-story building and has an accessible toilet. The school is maintained under the PFI2 agreement by Interserve. It is possible to access all areas of the school building in a wheelchair and to navigate around all areas of the outside. Access to the lower workspace is available from the corridor via a lift or from the playground via a ramp.

The school has children with a range of disabilities to include moderate and specific learning disabilities.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

What is already in place?

- The school layout is wheelchair accessible throughout. The school has one accessible toilet accessible from all areas of the school. The school carpark has a dedicated space for parents with children that have a disability and who are blue badge holders.
- Arrangements are made for pupils with allergies or medical needs (e.g. epi pen). Risk assessments are used to ensure activities on and off the school site cater for the needs of children with specific difficulties including physical disabilities.
- Where possible additional equipment is made available to enable SEND pupils to access the curriculum and be involved in all activities e.g. adapted scissors, pencil grips, specific seating, sensory resources, IT etc. Named members of staff has received positive handling training (Team Teach)



- Access arrangements are in place to support children with their SATs.
- The carpeting throughout the school supports pupils, staff and visitors with visual impairments.

The accessibility audit

The governing board will undertake an annual Accessibility Audit which considers the following areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

This plan is reviewed **every three years** to considers the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.



Mylor Bridge School Accessibility Plan 2023-2026

1. Improving Participation in the curriculum					
Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Effective communication and engagement of parents	Headteacher SENDco	Introductory meetings in the autumn term, followed by termly meeting with parents and carers. Termly IPP meetings with parents of children with SEN support and EHC Plans Opportunities for alternative methods of communication offered for parents who are unable to attend meetings in person, for whatever reason, in the school building eg online virtual meetings; telephone calls; alternative site.	-Support to write APDRS and review EHCPs -Rooms for meetings -Diary dates	On going	Increased engagement of parents
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	Headteacher SENDco	First Aid training to Epi pen and asthma Policy for medicine and medical conditions to be updated	-Staff meeting -TA training	Annually	All staff are trained and potential barriers are foreseen then removed before a problem arises Staff are confident in supporting children with all learning needs



		SENDCo on removing barriers Annual Audit of staff knowledge, understanding and confidence of specific learning needs carried out by SENDCo.			
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDCo	<p> I pads available to support children with Difficulties.Sloping boards for children with physical disabilities Coloured overlays or coloured paper for children with visual difficulties or dyslexia Task boards for children with processing and/or working memory difficulties. Use of wobble cushions, weighted blankets Pencil grips and other sensory items Monitor and observe use of equipment Eg PECS, visual timetable,other visuals, writing with symbols , wobble cushions and sensory items etc </p>	<p> -Audit of equipment and needs - Staff training - Cost of resources </p>	Annually	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning



Appropriate use of intervention and their success and impact on progress	Headteacher,Assistant Headteachers and SENDco	Headteacher and SENDco to review interventions for impact and progress termly during pupil progress meetings and learning walks.	Tapestry Pupil tracker on FFT	Termly	All children make sustained and substantial progress
Curriculum resources include examples of people with disabilities	SENDco	SEN Resources to be audited for examples and new resources bought if required	-SEND budget	On going	Resources which reflect all types of disabilities
The relative strengths related to specific needs are utilized and celebrated.	SENDCo All staff	All staff to have knowledge of the strengths related to specific needs and can identify them in their pupils. SENDCo to provide cpd.		on going	The strengths related to specific learning needs are seen to be utilised in planning and delivering the curriculum

2. Improving Physical Environment



Target/Issue

Lead

Strategy/Action

Resources

Timescale

Success Criteria



Evaluate day and residential trips in light of current cohort	Headteacher SENDco	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre visits required for residential stays if SEND children are coming.	-Risk Assessments -Time for pre visit if required	On going	All SEND are able to access all trips during their time at Mylor Bridge
Ensure all children feel safe and involved at playtimes	HLTAs and TA	Playground leaders to encourage children to join in games TAs to report children who may not be involved at playtimes to class teachers	- Training for playground leaders -Buddy system for new children	On going	Children feel safe, valued and included in school – evidence in survey results from children
Maintain safe access round the interior and exterior of the school	Headteacher Interserve	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear	Daily premise check by Interserve	On going	There is safe access through put the school
Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation	Headtaecher	Audit SEND children use of clubs and extended services Risk assessments put in place if needed	- risk assessments	On going	Increased access of SEND children at After school clubs and extended successfully and happily with the correct support if Required
Ensure access to transport arrangements are fit for purpose	Headteacher	Ensure that pupils with SEND are able to transport to and from school safely	Risk assessment	Feb 23	Children arrive at school and return home safely.



3.Improve the Delivery of Written Information

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Ensure written materials are available in alternative formats	Headteacher	Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers		Ongoing	Parents are able to access all information
Ensure all staff are aware of accessible formats.	Teachers and Teaching assistants	Guidance provided to staff on dyslexia and dyscalculia accessible information. Children provided with appropriate materials in a dyslexia-friendly environment.	Staff training	On going	Staff understand how to ensure written information can be equally accessed.