



Disability, equality & accessibility

Last Review	June 2018
Frequency	Annually
Next Review	June 2019



Introduction

Milton School welcomes its general responsibilities under the Disability Discrimination Act 2005 and resultant Equality Duty to have due regard to the need to:

- promote equality of opportunity between disabled and non-disabled people
- eliminate discrimination that is unlawful under the Disability Discrimination Act
- eliminate harassment of disabled persons that is related to their impairments
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

This Scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

Accessibility Plan

Introduction

Milton School is a community special school for pupils aged 5-16 with moderate and complex learning difficulties. All pupils have a learning difficulty covering a wide range from moderate to severe learning difficulties. Some pupils have multiple difficulties such as physical difficulties, sensory impairments, emotional, social, communication and behaviour difficulties and autistic spectrum conditions. All pupils have a statement of special educational need changing to an Education, Health Care Plan.



The school has a wide catchment area throughout Rotherham, Barnsley and Sheffield, and the pupils come from a variety of socio and economic backgrounds. The school has a mixed population with White British, Pakistani, African, Caribbean and Chinese pupils.

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a 3 year period.

Vision Statement:

The 'Vision' for the children and young people at Milton School.

"Believe and you will Achieve"

Vision and Value

This school is committed to ensuring equal treatment of all its employees, children and any others involved in the school community with any form of disability, and will ensure that disabled people are not treated less favourably in any procedures, practices or curriculum delivery. We recognise that we have a responsibility to meet the needs of all through promoting inclusion and recognising diversity. The school will not tolerate harassment of disabled children with any form of impairment, and will also consider the needs of children who are carers of disabled parents.

The Governors and staff of Milton School recognise that they must have due regard to the need to:



- Promote equality of opportunity between disabled persons and other people.
- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons. This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- Encourage participation by disabled persons in school life. It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

Pupil Achievement:

All children's progress is tracked electronically and their data is evaluated by the senior leadership team and class teacher.

Groups of vulnerable children are monitored carefully to ensure steps of progress are being made.

Learning Opportunities:

Children have access to an inclusive curriculum offering a variety of opportunities to excel.

Children are involved in their target setting and the review process of their targets on a regular basis.

Admissions, Transitions, Exclusions:

Milton School have adopted ICAT's

Admission Policy



Access and School Policy and Procedures

We adhere to Equality Act of 2010 throughout all our policies and practise to ensure pupils access learning and the school environment.

Access to the Curriculum

We provide a differentiated National Curriculum. We ensure all pupils can access activities that we offer and adaptations to equipment and activities are made to fulfil this aim. For pupils to access the curriculum lessons are highly differentiated and take account of individual learning difficulties. Priority is placed on pupil participation, as independently as is possible. Adults are clear about the learning objectives of the lesson, class and individuals.

Good communication is supported by the use of signing, symbols. All pupils have access to appropriate computer technology to aid their learning.

The school is a communication specialist and has access to a regular speech and language therapist who have particular key pupils on their caseload. The speech therapist advisors the school on supporting communication difficulties throughout the school.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspector/advisors, and of appropriate health professionals to ensure barriers to learning are reduced and enable pupils to reach their full potential.

Access to the School Environment

Milton School is a split site school. Both sites have been adapted to suit pupils with mobility difficulties. The outdoor areas are also fully accessible and grounds maintained so that they can be used as outdoor classrooms. The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.



Access to Information

All information issued by the school aims to be user friendly. Newsletters incorporate photographs/images. Makaton signing and symbols (Communication in Print) are used throughout the school to support the pupils' communication, reading and understanding.

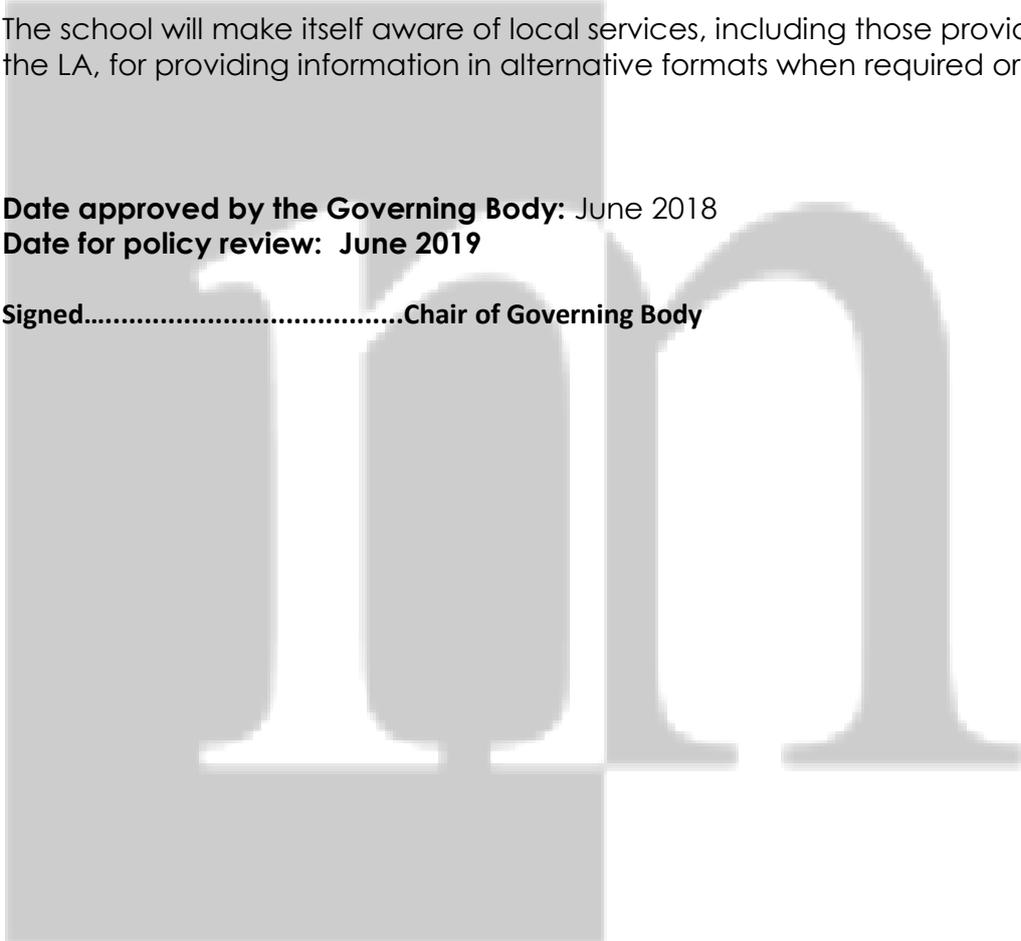
We encourage parents and professionals to take up the offer of having communications sent to them electronically. The recently reconstructed website takes into account accessibility in both its design format, the format of fonts and colours and its accessibility on multiple device screen sizes.

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Date approved by the Governing Body: June 2018

Date for policy review: June 2019

Signed.....Chair of Governing Body





Access to Information

All information issued by the school aims to be user friendly. Newsletters incorporate photographs. Makaton signing and symbols (Communication in Print) are used throughout the school to support the pupils' communication, reading and understanding. Signing workshops have been offered to parents.

We encourage parents and professionals to take up the offer of having communications sent to them electronically.

For a child with a visual impairment we receive support from Hampshire LEA in modifying printed materials into a format to meet the needs of individual children and for parents who might also have a visual impairment.

The recently reconstructed website takes into account accessibility in both its design format, the format of fonts and colours (Optional accessibility stylesheet changes body text to OpenDyslexic font) and its accessibility on multiple device screen sizes. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

School Access Planning

Develop a horticulture sensory area
To improve Secondary Playground:

