

Millfields First School Accessibility Plan

Introduction

Review Date: March 2026

Next Review Date: March 2028

Responsible Person: Mrs Lisa Montandon and Mrs Laura Haines

Governor Responsible:

Aim 1: Increase Access to the Curriculum for Pupils with a Disability

Current Good Practice	Objectives	Actions	Person Responsible	Timescale	Success Criteria
We have a dedicated SENDCo who regularly reviews the needs of children and ensures provision.	Maintain an up-to-date SEND Register with appropriate provision in place	<ul style="list-style-type: none"> • Review SEND register with teaching staff termly • Monitor IPMs and target setting • Observe lessons and monitor children's work • Analyse in-school data 	SENDCo	Termly reviews (Oct, Feb, June each year)	<ul style="list-style-type: none"> • All staff can identify SEND pupils in their class and their needs • 100% of SEND pupils have current IPMs • Lesson observations show appropriate differentiation • SEND pupils make expected or better progress from starting points

Current Good Practice	Objectives	Actions	Person Responsible	Timescale	Success Criteria
High quality training is a priority for the SENDCo, staff and support staff.	Ensure all staff have the knowledge and skills to support pupils with a range of disabilities and SEND	<ul style="list-style-type: none"> • SENDCo to analyse areas of need on SEND Register • Identify training needs through staff audit • SENDCo to attend specialist training and cascade • Deliver staff meetings on specific needs (e.g., autism, dyslexia, physical disabilities) • Maintain training log 	SENDCo SLT	Minimum 2 SEND-focused staff meetings per year	<ul style="list-style-type: none"> • Training log shows all staff have received disability awareness training • Staff confidence survey shows improvement • Lesson observations show effective strategies in use • Positive feedback from parents about staff understanding
Targets are set effectively and are appropriate for pupils with additional needs.	All SEND pupils have appropriate, achievable targets that are reviewed regularly with parents	<ul style="list-style-type: none"> • Class teachers set individual targets using SENDCo expertise • Review targets termly • Hold termly meetings with parents • Ensure targets address barriers to curriculum access 	Class Teachers SENDCo to monitor	Termly (Oct, Feb, June)	<ul style="list-style-type: none"> • 100% of SEND pupils have current targets • 90%+ of pupils meet at least one target per term • Parent feedback shows they feel informed and involved • Pupil voice shows

Current Good Practice	Objectives	Actions	Person Responsible	Timescale	Success Criteria
					children understand their targets
We deliver a range of targeted interventions both 1:1 or in small groups.	Ensure evidence-based interventions are in place and having impact	<ul style="list-style-type: none"> • Provide staff training on interventions • Liaise with outside agencies • Monitor intervention impact half-termly via pupil progress meetings 	SENDCo Class Teachers	Ongoing Impact review: half-termly	<ul style="list-style-type: none"> • 80%+ of pupils in interventions make accelerated progress • Provision maps show clear impact
Quality First Teaching enables all children to fully participate in class-based learning.	Ensure teaching is accessible to all learners through appropriate resources and adaptations	<ul style="list-style-type: none"> • SENDCo monitoring of lessons • Teachers use appropriate resources (visual aids, task management boards, vocabulary mats) • Effective deployment of support staff • Purchase resources as needed 	SENDCo Class Teachers SLT	Ongoing Lesson observations: half-termly	<ul style="list-style-type: none"> • Lesson observations show effective adaptations • All classrooms have visual supports in place • Support staff deployment is purposeful • Pupils with disabilities can access all lessons

Current Good Practice	Objectives	Actions	Person Responsible	Timescale	Success Criteria
Curriculum progress is tracked for all pupils, including those with a disability.	Ensure pupils with disabilities make good progress across the curriculum	<ul style="list-style-type: none"> • Daily formative assessment • Summative assessments termly • Data analysis for SEND pupils • Pupil Progress Meetings identify barriers • Action plans address barriers 	Class Teachers SLT	Ongoing formative Termly summative PPMs: termly	<ul style="list-style-type: none"> • Data shows SEND pupils make expected or better progress • Barriers to learning are identified and addressed • PPMs show teachers understand individual needs • Gap between SEND and non-SEND pupils narrows
We use resources tailored to the needs of pupils who require support to access the curriculum.	All pupils can access learning through appropriate resources and technology	<ul style="list-style-type: none"> • Plan adapted activities daily • Use additional learning aids (vocabulary mats, task boards, timers) • Utilise technology for independent learning • Deploy adults effectively 	Class Teachers	Daily planning and delivery	<ul style="list-style-type: none"> • All pupils can access learning at appropriate level • Pupils demonstrate understanding • Observations show effective use of resources • Pupils with disabilities participate fully in lessons

Current Good Practice	Objectives	Actions	Person Responsible	Timescale	Success Criteria
We procure auxiliary aids and services to support curriculum access	Identify and provide specialist equipment and services needed by disabled pupils	<ul style="list-style-type: none"> • Assess individual needs for specialist equipment • Source and purchase equipment as needed • Train staff in use of equipment • Maintain and replace equipment 	SENDCo Headteacher	Ongoing assessment of individual needs	<ul style="list-style-type: none"> • All identified equipment needs are met within budget • Staff trained in equipment use • Equipment is well-maintained and fit for purpose
Extra-curricular activities are accessible to all pupils	Ensure pupils with disabilities can participate in clubs, trips and residential visits	<ul style="list-style-type: none"> • Conduct risk assessments with accessibility in mind • Consult with parents about support needs • Provide additional staffing where needed • Adapt activities as necessary 	Class Teachers Trip Leaders SENDCo	Ongoing Audit: Spring 2026	<ul style="list-style-type: none"> • 100% of trips are accessible or reasonable adjustments made • SEND pupils participate in clubs at same rate as peers • No pupil is excluded due to disability • Positive feedback from parents and pupils

Aim 2: Improve and Maintain Access to the Physical Environment

Current Good Practice	Objectives	Actions	Person Responsible	Timescale	Success Criteria
<p>Individual needs of children and staff are assessed and addressed. Current features include:</p> <ul style="list-style-type: none"> • Ramps to external areas • Corridor width allows wheelchair access • Disabled toilet and changing area 	<p>Conduct comprehensive accessibility audit and implement priority improvements</p>	<ul style="list-style-type: none"> • Commission full accessibility audit of buildings and grounds • Share findings with governors • Prioritise improvements (short/medium/long term) • Implement priority actions • Budget for improvements in school development plan 	<p>Headteacher Site supervisor Governors</p>	<p>Audit: by end Summer 2026 Priority actions: within 12 months of audit Medium-term: 1-3 years Long-term: 3+ years</p>	<ul style="list-style-type: none"> • Audit completed and findings documented • Action plan agreed by governors • Priority improvements completed on time • Budget allocated for accessibility improvements • Reduction in identified barriers

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NEW: Accessible routes around school	Ensure all pathways, entrances and key areas are accessible to wheelchair users and those with mobility difficulties	<ul style="list-style-type: none"> • Audit all external and internal routes • Ensure pathways are minimum 1.2m wide • Check surfaces are level/ramped and non-slip • Ensure dropped kerbs where needed • Maintain clear routes (no obstructions) 	Site supervisor Headteacher	Audit: Summer 2026 Improvements: by Summer 2027	<ul style="list-style-type: none"> • All main routes meet minimum width requirements • No steps without ramped alternative • Surfaces are even and well-maintained • Clear routes maintained at all times
Ramp to hall is available	Ensure staff can operate hall ramp and it is well-maintained	<ul style="list-style-type: none"> • Train all relevant staff in ramp operation • Create clear instructions displayed near 	Site supervisor All staff	Training: Autumn 2026 Checks: termly	<ul style="list-style-type: none"> • All staff confident in ramp operation • Ramp in good working

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		ramp <ul style="list-style-type: none"> • Include ramp in regular maintenance checks • Test ramp termly 			order <ul style="list-style-type: none"> • No incidents of access difficulties • Instructions clearly displayed
NEW: Accessible toilet and changing facilities	Ensure facilities meet needs of disabled pupils, staff and visitors	<ul style="list-style-type: none"> • Audit current disabled toilet and changing area • Ensure equipment is appropriate (height-adjustable sink, grab rails, emergency cord) • Keep facilities clean and well-maintained • Ensure privacy and dignity • Consider if additional facilities 	Site supervisor Headteacher	Audit: Spring 2026 Ongoing maintenance	<ul style="list-style-type: none"> • Facilities meet current building regulations • Equipment is appropriate and working • Positive feedback from users • Facilities are clean and well-maintained

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		needed as school grows			
NEW: Accessible parking	Provide accessible parking for disabled staff and visitors	<ul style="list-style-type: none"> • Designate accessible parking space near main entrance • Ensure space is clearly marked • Ensure adequate width (minimum 3.6m) • Keep space clear and available 	Site supervisor Headteacher	By end Autumn 2026	<ul style="list-style-type: none"> • Designated accessible parking space available • Space clearly marked • Space kept available for disabled users • Positive feedback from users
NEW: Signage	Ensure signage is clear and accessible to all	<ul style="list-style-type: none"> • Audit current signage • Ensure signs are at appropriate heights 	Site supervisor Headteacher	Audit: Spring 2026 Improvements:	<ul style="list-style-type: none"> • Signage audit completed • Key signs include visual

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		<ul style="list-style-type: none"> • Use large, clear fonts • Include visual symbols alongside text • Consider Braille for key signs • Ensure good colour contrast 		by Summer 2027	symbols <ul style="list-style-type: none"> • Signs are at appropriate heights • Good colour contrast throughout • Visitors can navigate school easily
NEW: Lighting and acoustics	Ensure appropriate lighting and acoustic environment for pupils with sensory needs	<ul style="list-style-type: none"> • Audit lighting levels in all areas • Ensure even, non-flickering lighting • Consider blinds/curtains to reduce glare • Assess acoustic environment in classrooms and hall • Consider acoustic panels where 	Site supervisor Headteacher SENDCo	Audit: Summer 2026 Improvements: ongoing	<ul style="list-style-type: none"> • Lighting audit completed • No flickering or inadequate lighting • Glare reduced in key areas • Acoustic improvements made where

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		needed • Reduce background noise where possible			needed • Positive feedback from pupils with sensory needs
Daily site inspections ensure areas are kept obstruction-free	Maintain clear, accessible routes at all times	<ul style="list-style-type: none"> • Daily site checks by site supervisor • All staff responsible for keeping areas clear • Prompt distribution of deliveries • Report obstructions to office immediately • Include accessibility in health and safety checks 	Site supervisor All staff	Daily	<ul style="list-style-type: none"> • No obstructions in corridors or exits • Classrooms kept tidy and accessible • Health and safety checks include accessibility • Zero incidents of access difficulties due

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					to obstructions
NEW: Emergency evacuation procedures	Ensure all disabled pupils, staff and visitors can evacuate safely	<ul style="list-style-type: none"> • Create Personal Emergency Evacuation Plans (PEEPs) for pupils/staff who need them • Review PEEPs termly • Train staff on PEEPs • Practice evacuations including PEEP procedures • Consider visual and audible fire alarms 	SENDCo Headteacher Site supervisor	PEEPs: as needed Review: termly Fire drills: termly	<ul style="list-style-type: none"> • All pupils/staff who need PEEPs have current plans • Staff know their roles in PEEPs • Fire drills successfully include PEEP procedures • Visual and audible alarms in place • Zero incidents of

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					evacuation difficulties
NEW: Outdoor learning and play areas	Ensure outdoor spaces are accessible to all pupils	<ul style="list-style-type: none"> • Audit playground and outdoor learning areas • Ensure accessible routes to all areas • Provide accessible play equipment • Consider quiet/sensory areas for pupils who need them • Ensure surfaces are suitable for wheelchair users 	Site supervisor Headteacher PE Lead	Audit: Summer 2026 Improvements: ongoing	<ul style="list-style-type: none"> • All pupils can access outdoor spaces • Range of accessible play equipment available • Quiet areas available for pupils who need them • Surfaces suitable for wheelchairs • All pupils participate in

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					outdoor learning

Aim 3: Improve the Delivery of Information to Pupils and Parents with a Disability

Current Good Practice	Objectives	Actions	Person Responsible	Timescale	Success Criteria
School communications are via Parent App including newsletters	Ensure all written information is accessible through Parent App features	<ul style="list-style-type: none"> • Promote read-aloud function to parents • Ensure all documents uploaded are accessible • Provide guidance to parents on accessibility features 	Office Staff Headteacher	Ongoing Parent guidance: Autumn 2026	<ul style="list-style-type: none"> • Parents aware of accessibility features • All documents are accessible • Positive feedback from parents • High engagement with Parent App

Current Good Practice	Objectives	Actions	Person Responsible	Timescale	Success Criteria
		<ul style="list-style-type: none"> • Monitor uptake and engagement 			
<p>NEW: Alternative formats available on request</p>	<p>Provide information in alternative formats to meet individual needs</p>	<ul style="list-style-type: none"> • Establish clear process for requesting alternative formats • Train office staff on providing alternatives (large print, audio, easy read, translation) • Commit to 10 working day turnaround • Publicise availability of alternative formats • Keep log of 	<p>Office Staff Headteacher</p>	<p>Process established: Autumn 2026 Ongoing provision</p>	<ul style="list-style-type: none"> • Clear process documented and publicised • Office staff trained • 100% of requests met within 10 days • Log maintained • Positive feedback from parents

Current Good Practice	Objectives	Actions	Person Responsible	Timescale	Success Criteria
		requests and responses			
NEW: Website accessibility	Ensure school website meets accessibility standards	<ul style="list-style-type: none"> • Audit website against WCAG 2.1 AA standards • Make necessary improvements • Add accessibility statement to website • Include information about requesting alternative formats • Review website accessibility annually 	Office Staff/Website supervisor Headteacher	Audit: Spring 2026 Improvements: by Summer 2026 Annual review	<ul style="list-style-type: none"> • Website meets WCAG 2.1 AA standards • Accessibility statement published • No accessibility barriers identified • Positive feedback from users • Annual review completed

Current Good Practice	Objectives	Actions	Person Responsible	Timescale	Success Criteria
All children with SEND have termly Pupil Passport meetings	Ensure open, accessible communication between parents and school about needs and provision	<ul style="list-style-type: none"> • Hold termly meetings with parents • Share targets and provision clearly • Use accessible formats (visual, simplified language) • Provide interpreters if needed • Gather parent feedback 	Class Teachers SENDCo	Termly (Oct, Feb, June)	<ul style="list-style-type: none"> • 100% of SEND parents attend meetings or alternative arranged • Parents understand targets and provision • Positive parent feedback • Parents feel fully involved
NEW: Visual information in school	Ensure information displayed in school is	<ul style="list-style-type: none"> • Use visual timetables in all classrooms • Display key information with 	All Teachers SENDCo	Ongoing Audit: Autumn 2026	<ul style="list-style-type: none"> • Visual timetables in all classrooms • Displays use symbols and

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	accessible to all	symbols and pictures <ul style="list-style-type: none"> • Ensure good colour contrast on displays • Use clear, large fonts • Position information at appropriate heights • Include Makaton symbols where appropriate 			clear fonts <ul style="list-style-type: none"> • Information accessible to pupils with visual impairments • Pupils can understand displayed information independently
NEW: Communication aids and systems	Support pupils with communication difficulties to access information	<ul style="list-style-type: none"> • Assess individual communication needs • Provide communication aids (PECS, 	SENDCo Class Teachers	Ongoing assessment Staff training: as needed	<ul style="list-style-type: none"> • All pupils with communication needs have appropriate aids • Staff confident in using

Current Good Practice	Objectives	Actions	Person Responsible	Timescale	Success Criteria
		symbol charts, communication books, AAC devices) • Train staff in using communication systems • Use visual supports across school • Liaise with speech and language therapy			communication systems • Pupils can communicate their needs • Visual supports used consistently • Positive feedback from parents and SALT
NEW: Accessible letters and communications	Ensure all school communications are written in accessible language	• Use plain English in all communications • Avoid jargon • Use short sentences and clear structure	Office Staff All Staff	Ongoing Review sample letters: Spring 2026	• Communications use plain English • Key information is clear

Current Good Practice	Objectives	Actions	Person Responsible	Timescale	Success Criteria
		<ul style="list-style-type: none"> • Include key information prominently • Consider easy-read versions for complex information • Offer to discuss information with parents who need support 			<ul style="list-style-type: none"> • Reduced queries from parents • Positive feedback from parents • Easy-read versions available for complex information
NEW: Accessible meetings and events	Ensure parents and visitors with disabilities can fully participate in meetings and events	<ul style="list-style-type: none"> • Ask about access needs when inviting to meetings • Provide interpreters/signers if needed • Ensure meeting rooms are accessible 	Office Staff All Staff	Ongoing	<ul style="list-style-type: none"> • Access needs routinely requested • Appropriate adjustments made • 100% of parents able to attend meetings • Positive

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		<ul style="list-style-type: none"> • Provide information in advance in accessible formats • Consider timing and duration for those with disabilities 			feedback from parents <ul style="list-style-type: none"> • No barriers to participation

Consultation and Review

Objective	Actions	Person Responsible	Timescale	Success Criteria
Regularly consult with disabled pupils, parents and staff about accessibility	<ul style="list-style-type: none"> • Annual survey of parents of disabled pupils • Pupil voice sessions with disabled pupils 	SENDCo Headteacher	Annual consultation: Summer term Ongoing	<ul style="list-style-type: none"> • Annual consultation completed • Feedback gathered from all stakeholder groups

Objective	Actions	Person Responsible	Timescale	Success Criteria
	<ul style="list-style-type: none"> • Staff survey including disabled staff • Incorporate feedback into plan review • Report to governors on consultation findings 		feedback opportunities	<ul style="list-style-type: none"> • Findings reported to governors • Action taken on feedback • Stakeholders feel heard
Review and update accessibility plan annually	<ul style="list-style-type: none"> • Review progress on all objectives annually • Update plan based on progress and new needs • Consult with stakeholders • Present to governors for approval 	Headteacher SENDCo Governors	Annual review: Summer term	<ul style="list-style-type: none"> • Annual review completed • Plan updated and approved by governors • Published on website • Progress reported to parents

Objective	Actions	Person Responsible	Timescale	Success Criteria
	<ul style="list-style-type: none"> • Publish updated plan on website 			
Monitor implementation of accessibility plan	<ul style="list-style-type: none"> • Termly review of progress by SENDCo and Headteacher • Report to governors termly • Adjust actions as needed • Celebrate successes • Address barriers promptly 	SENDCo Headteacher Governors	Termly monitoring	<ul style="list-style-type: none"> • Termly reports to governors • Actions on track or adjusted • Barriers addressed promptly • Improvements evident

Equality and Inclusion Statement

At Millfields First School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and visitors. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We will:

- Treat all disabled pupils, staff and visitors with respect and dignity
- Make reasonable adjustments to ensure disabled people are not disadvantaged

- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment

This accessibility plan should be read in conjunction with our:

- SEND Policy and Information Report
- Equality Information and Objectives
- Behaviour Policy
- Anti-Bullying Policy
- Admissions Policy

Monitoring and Evaluation

The accessibility plan will be monitored through:

- Termly reports to governors
- Annual review with full consultation
- Regular audits of provision
- Analysis of complaints and incidents
- Feedback from pupils, parents and staff

Success will be measured by:

- Reduction in accessibility barriers identified
- Increased participation of disabled pupils in all aspects of school life
- Positive feedback from disabled pupils, parents and staff
- Progress data for disabled pupils
- Successful audits and inspections

Plan approved by governors: [Date]

Signed (Chair of Governors): _____

Signed (Headteacher): _____

Next review date: [Date]

How to Use This Template