

ACCESSIBILITY PLAN

Introduction

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.

Under the Equality Act 2010, a person suffers a disability if he or she has a physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal daily activities.

Legal requirements

Every school has a duty to prepare an Accessibility Plan. These plans:

- must be in writing
- must be reviewed and revised if necessary
- must be published by governors
- will be inspected by Ofsted
- should cover the whole life of the school and all its policies, procedures and activities

Current provision

The purpose of The Milestone School is to provide appropriate education for 300 pupils, aged from 2 to 16, with a wide range of special needs including severe learning difficulties, communication difficulties, autistic spectrum disorder, visual/hearing impairment, profound and multiple learning difficulties, moderate and complex learning difficulties and emotional & behavioural difficulties.

All pupils are likely to be deemed disabled under the definition.

Our vision statement is:

“Removing obstacles and enabling access to learning”

All of our policies, procedures and activities are designed to ensure accessibility to the curriculum for all pupils. The school is also committed to providing ease of access to all relevant parts of the building and grounds, and equality of opportunity regarding trips, visits, clubs, special events and all school-related activities.

Main Features of the Planning Duty

- 1. To improve the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services.**

The Milestone School was purpose built/adapted in 1998 to accommodate pupils with special needs, including those with physical difficulties. In those parts of the school where older buildings were refurbished as part of the capital build programme, improvements have continued to be made in order to meet the needs of the pupils (e.g. new fencing, playground improvements, additional quiet rooms).

The effectiveness of the premises is reviewed continually and alterations/improvements made where these are appropriate, possible, relevant and affordable.

The diversity of our pupil population means that some needs remain unmet in order to achieve a higher level of safety for other pupils – for example, non-ambulant students have less independent access through doors and gates than they would in an environment which did not also contain pupils with severe ASD who have no awareness of danger and who would readily 'escape' through automatic doors or open gates.

The school site is relatively open and borders a busy main road which presents a serious hazard to any child who is able to breach the security of the building or play areas close to the building.

2. To increase the extent to which pupils with disabilities can participate in the curriculum

The Milestone School offers a broad and balanced curriculum, differentiated appropriately according to the age and learning difficulty of each pupil. Schemes of Work, Individual Education Plan, Annual Reviews and Pupil Profiles provide detailed evidence of curriculum delivery, teaching and learning, individual targets, additional support and/or therapies and extra-curricular activities.

3. To improve the delivery of information to pupils with disabilities

Staff at The Milestone School have a great deal of skill and experience of a wide range of special needs and learning difficulties, enabling them to assess and implement channels of communication appropriate to a class, group or individual pupil. In 2008 we were awarded Specialist School status for Communication & Interaction, and we promote Total Communication through speech, written word, sign language (Makaton), Picture Exchange System (PECS), interactive communication and sensory communication. The Milestone School is committed to continuing to help staff and pupils develop effective communication skills of all kinds.

Development & Future Plans

The Milestone School is flexible in its approach and works hard to meet the needs of each individual pupil, as well as supporting as fully as possible staff and parents. Specific requirements previously not encountered or provided for are fully assessed and met to the best of our ability. Examples of this approach during the last two years include:

- additional classroom support for specific pupils, to help them access the curriculum, reduce disturbance to the rest of the class and support the teacher

- new fencing, and improvements to fencing, designed to improve safety and security for particular pupils
- provision of additional quiet rooms in KS4, to improve inadequate classroom space and reduce distress/disturbance to ASD pupils
- review and monitoring of Individual Behaviour Plans, to strengthening
- development of 'rebound' therapy to provide more opportunities for independent movement for primary & secondary pupils
- the retention of Family Support Worker time in spite of withdrawal of specific funding (now partially funded from Pupil Premium funding)
- following fundraising and after consultation with staff and pupils, the complete makeover of the main playground play equipment to provide more appropriate play & leisure space
- more ICT equipment, improving communication and access to curriculum for many pupils
- introduction of interactive music sessions for individual pupils, improving communication and speech skills

To work towards:-

- more quiet room provision, where physically possible and affordable
- more canopied outdoor space, where physically possible and affordable
- improved provision for sensory activities & 'soft play' for students in KS3 &4
- more 'chill out' space, enabling challenging behaviours to be defused, students and staff safety to be protected and other students' learning to continue uninterrupted

We aim to continue to develop these and other initiatives in order to offer each pupil relevant and appropriate access to The Milestone School curriculum.

January 2017
Review Date: January 2019