

Mullion School Accessibility Plan 2024 - 2025

Ratified: September 2024

Next Review Date: September 2025

Safeguarding

Mullion School is committed to safeguarding and promoting the welfare of all children. We expect all our team members to share this commitment.

Mullion School

Accessibility Plan 2024-2025

We would like all children to enjoy school, to be challenged to achieve their very best, and to consider their time at Mullion School as their individual 'learning adventure'. We are committed to giving all of 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 with high expectations for all of our children.

Mullion School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Purpose of Plan

The purpose of this plan is to show how Mullion School intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services

- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010, Mullion School
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Mullion School's Accessibility Plan endeavours to cover the statutory areas detailed below.

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.

- Through regular self-review and continuous professional development (CPD) we aim to enhance staff's knowledge, skills and understanding to promote excellent teaching and learning for all children
- All children are permitted to attend age relevant extra-curricular clubs, leisure, cultural capital activities and educational visits

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- Mullion School has a wide range of equipment and resources available for day-to-day use
- Resource provision is kept under constant review
- Provision in exceptional circumstances will be negotiated when a pupil's specific needs are understood.

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. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

- The current level of need will need to be established and respond to changes in the range of need
- Mullion will need to identify agencies and sources of such materials to be able to make provision when required.
- ICT infrastructure will enable us to access a range of materials.

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Mullion School policies reflect whole school inclusive practice and procedure	• Policies to be reviewed annually	SENDCo	Long term	Annually	SEN information report shared on website
Mullion School policies are coproduced with governors and other stakeholders	• Policies are shared at governor meetings before being agreed and placed on the school website.	SENDCo and SEND lead governor	Long term	Annually	
All staff understand the needs of the children at Mullion School	• Regular training for all staff in managing the changing needs of the children attending Mullion school. • Close liaison with preschools/previous settings to ensure information about the needs of new children to the	SENDCo	Long term	Annually	Combination of 'in-house' training as well as training from outside agencies

	school are shared with key staff				
The majority of areas are accessible for people with disabilities	- Regular safety checks conducted to existing adaptations/signage. - The physical needs of pupils, staff and visitors are considered when planning and undertaking future improvements and refurbishments of the site and premises.	SENDCo Health and safety lead Health and Safety governor Site manager	Long term	Every term	Adaptions as pertinent to need e.g. if a new child starts school, or existing child needs additional support. Consideration given to the individual staff/visitor needs as necessary.
Reasonable adjustments are made for pupils with a disability, medical condition or other access needs.	- Personalised risk assessments and care plans created and reviewed as necessary - Care plans and risk assessments shared with parents and staff - Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out. - Liaison with external agencies to identify training needs and implement training when required	SENDCo Health and safety lead Health and Safety governor Site manager All staff	Long term	Every term	Adjustments pertinent to need Consideration given to individual staff/visitor needs as necessary

Access to the physical environment - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Provision of wheelchair accessible toilets	Maintain wheelchair accessible toilet and ensure there is a clinical waste bin.	Health and safety governors Site manager	Long term	In place and ongoing	
Access into school and reception to be fully compliant	Designated disabled parking Automatic doors	Health and safety governors Site manager Site manager	Long term	In place and ongoing	
Majority of areas accessible for people with disabilities	Regular safety checks conducted to existing signage/adaptions. Consider the needs of pupils (and staff/visitors) with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.	SENDCo Health and safety Governors Site manager	Long term	In place and ongoing	Adaptations as pertinent to need. Consideration given to individual staff/visitor needs as necessary.
Reasonable adjustments are made for pupils with a disability, medical condition or other access needs.	Create personalised risk assessments if necessary. Liaise with external agencies, identifying training needs and implementing training when needed.	Health and safety governor Site manager	Long term	In place and ongoing	Adjustments pertinent to need.

	Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.				Consideration given to individual staff/visitor needs and necessary.
Maintain safe access around the exterior of the school	Ensure that pathways are kept clear of hazard items and vegetation	Health and safety governor Site manager	Long term	In place and ongoing	
Maintain safe access around the interior of the school	Awareness of flooring, furniture and layout in planning for disabled pupils	Health and safety governor All staff Site manager	Long term	In place and ongoing	

Ensuring inclusion in the school community

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Pupils with SEND are included in all forums	Pupils, irrelevant of need are included In pupil conferencing within Mullion School about a range of issues.	All staff	Medium term	Termly	SEND coordinator to support and advise.

Children arriving for the first time at Mullion School receive the right support for their needs.	Liaison with previous settings/parents. Liaison with external agencies – attend relevant meetings. Adaptions/special consideration given to meet the needs of the child.	SENDCo	As required	As required	SENDCo/PSA/Class teacher to contact previous setting preferably for the child begins at Mullion School.
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Access to the curriculum - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Effective communication and engagement with parents.	Termly meetings IEP meetings with teacher (and SENDCo) and parents/carers	Class teachers SENDCo	Medium	Termly	SENDCo to attend meetings of key children where required.
Staff are trained regularly re additional needs.	Regular meetings/training relevant to the needs of the children	SENDCo/SLT	Medium	Ongoing	In response to identified need
Pupils with additional needs make expected progress	Half termly pupil progress meetings Regular monitoring IEPs reviewed every term in consultation with parents Home learning is accessible Support within lessons is differentiated accordingly and 'tailored		Short term	Half-termly	Assess, Plan, do review forms part of monitoring progress

Classrooms and lessons are fully accessible to all learners	Learning activities are differentiated accordingly Resources are deployed to best suit the needs of the children (adult support and/or physical resources)	Class teachers	Short term	Ongoing	SENDCO and SLT to monitor SENDCo to support as appropriate about resources and strategies
Adaptions to the curriculum to meet the needs of individual learners	Pastoral support Individual physiotherapy/OT programmes Speech and Language Therapy	Class teachers SENDCo SLT	Short term	Ongoing	Reports and targets set by outside agencies
Appropriate use of specialised equipment to benefit pupils and staff	Dyslexia friendly resources available in all classrooms: coloured overlays, pencil grips Equipment to support sensory needs: Wobble cushions, therabands, fidget toys	Class teachers SENDCo SLT	Medium term	Ongoing	
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils.	Risk assessments will be taken where appropriate. Providers will comply with all legal requirements	All staff SENDCo SLT	Short term	Ongoing	

Access to information advice and guidance - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Access to written information for pupils, parents and visitors is improved	Create and offer information in alternative formats Access arrangements are considered and put in place for statutory testing	SLT, Teachers, SEND governor	Long term	Annually	
Parents with a disability, medical condition or other access needs have reasonable adjustments made so they can fully support their child's education	Adopt a proactive approach to identifying the access arrangements of parents and make reasonable adjustments where possible. SENDCo/PSA to work with parents and identify support for them. Internal support form Mullion, or external support form agencies/groups – including SENDIASS (SEND information and advice service) and FIS (family information service) websites.	SENDCo PSA	Long term	Annually	We operate an 'Open door policy' whereby all parents are always welcome to meet with key staff. Family information service https://www.supportincornwall.org.uk/kbs/cornwall/directory/family.page?familychannel=0 SENDIASS http://www.cornwallsendiass.org.uk/