

Mithian School Disability and Access Plan January 2022



Mithian School Disability and Access Plan

Our Mission Statement:

At Mithian School, inclusion and equality is at the heart of our school community. We acknowledge that every child has the right to achieve their full potential no matter what their ability. Through our Disability, Equality and Access Plan, everyone in our school's community will be enabled to heard and represented on issues that remove barriers, thus helping them reach their full potential.

The Definition of Disability

A person suffers 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. This includes certain medical conditions when they have long-term and substantial effect on students' everyday lives.

Key Aims

To ensure that every pupil with a disability/condition has:

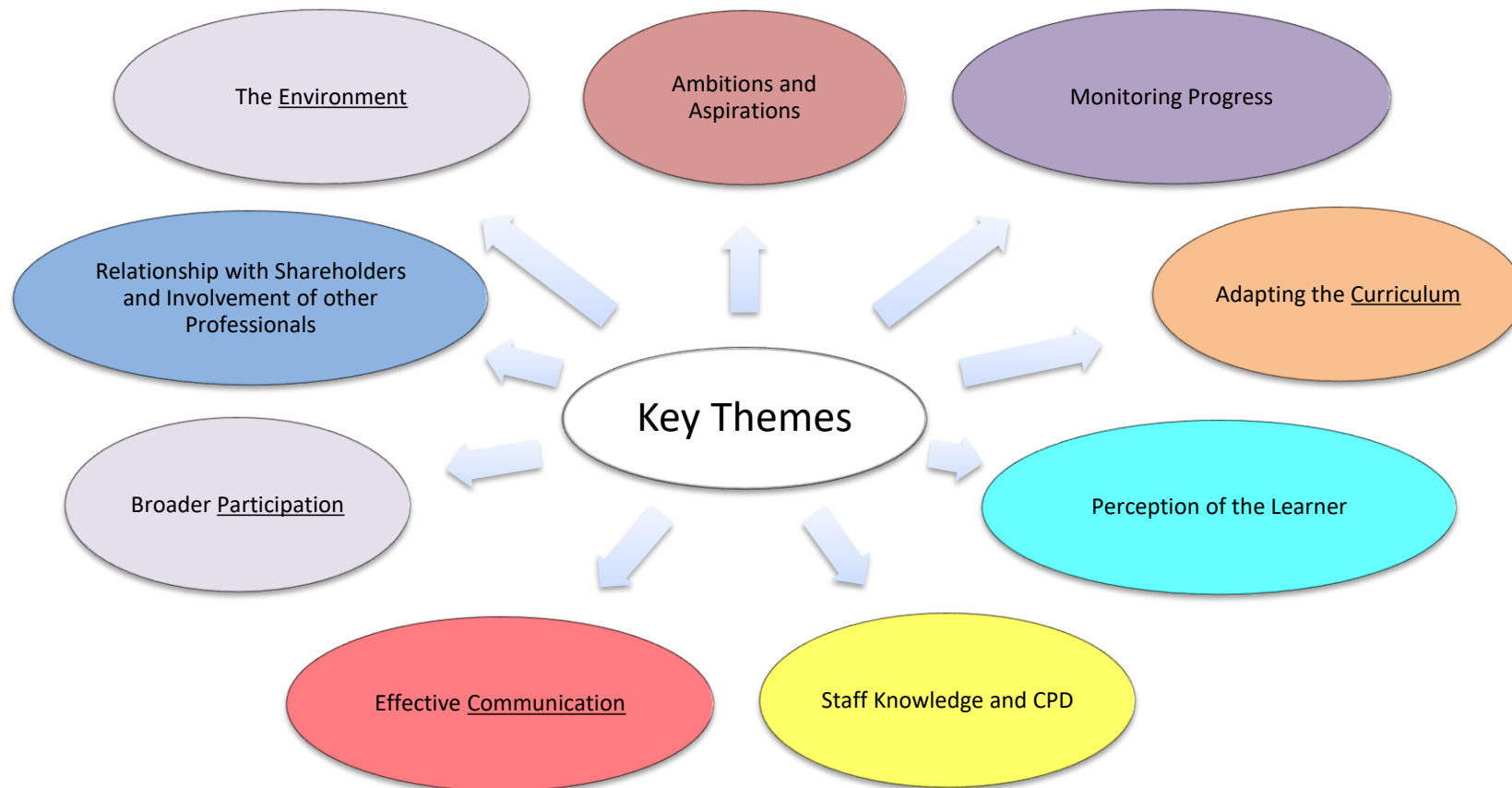
- Access to our school environment, curriculum and relevant information
- Full participation in school life and the community
- Opportunity to reach their full potential

That the school community:

- Promotes equality of opportunity
- Eliminates discrimination
- Eliminates harassment
- Promotes positive attitudes
- Encourages participation in public life
- Takes steps to meet disabled people's needs

Mithian School Disability and Access Plan January 2022

This Access Plan summarises the aspects below to increase access to education for disabled pupils, parents/carers and staff:



Mithian School Disability and Access Plan January 2022

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Ambitions and Aspirations					
<p>Whole school community is aware of Equality.</p> <p>Ensuring that policies and procedures support equality for all.</p> <p>Ensure that such commitment is visible to all in the community and is unequivocal in its ambition.</p>	<p>Policies are in place, adhered to and reviewed (Behaviour Policy, Anti-Bullying Policy, Educational Visits, SEND)</p>	<p>Sprint 22 and on going</p>	<p>Leadership Team and SENCO time to review policies.</p>	<p>SENCO</p> <p>HT</p> <p>Staff</p> <p>Governors</p> <p>Pupils</p>	<p>Governor policy review schedule</p> <p>Staff meetings</p> <p>SEND meetings</p> <p>Pupil feedback</p>

Mithian School Disability and Access Plan January 2022

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Relationships with Shareholders and working with professionals					
<p>Shared partnerships will be efficient and productive, meeting the needs of all identified groups of children and individuals whose access requires special attention.</p> <p>Parents/Carers with disabilities to receive regular communication – adapted for easy access as required – to promote positive relationships</p>	<p>Good communication, liaison and target setting in place. Key agencies used for advice and support.</p> <p>Clear actions for responsibility shared as part of the meetings and reviews.</p> <p>Identified groups and individuals to be monitored by SENCO</p>	<p>Ongoing from Spring 22</p> <p>Records of meetings to support individual children to show targets agreed by and monitored</p>	<p>Teams for specialist support</p> <p>Meeting time scheduled between SENCO and parents/carers to facilitate shared working relationships</p> <p>Meeting time scheduled between specialist services and SENCO and key staff.</p>	<p>SENCO</p> <p>HT</p> <p>Staff</p> <p>Specialist Agencies</p> <p>Parents/Carers and</p>	<p>SENCO feedback to HT</p> <p>SENCO feedback to Governors</p>

Mithian School Disability and Access Plan January 2022

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Environment					
<p>Create effective learning environments for all.</p> <p>Classrooms promote independence</p>	<p>Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. Ensure all classrooms and resources are organised in accordance with pupil need.</p> <p>Ongoing staff training and awareness to reflect diverse needs of pupils within the school</p> <p>Focus on disabilities and barriers areas that feature at Mithian –autism, dyslexia and dyscalculia.</p> <p>Explore possibility of improving changing facilities in school e.g. shower, nappy changing area.</p>	Ongoing	<p>Input from specialist services and professionals</p> <p>Work with external agencies and advisory groups.</p> <p>Ongoing resource evaluation and management</p> <p>Funding for building additions and improvements</p>	<p>HT</p> <p>SENCO</p> <p>H & S Gov</p>	<p>SENCO</p> <p>HT</p> <p>Staff</p> <p>Governors</p> <p>Feedback from pupils</p>

Mithian School Disability and Access Plan January 2022

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Effective Communication					
<p>Ensure effective access to information to support safety and learning of all pupils.</p> <p>Adaptation of communication formats to ensure equal and easy access to information*</p>	<p>When required, documents are in alternative formats</p> <p>Large print and audio formats if required.</p> <p>Review accessibility of information for parents.</p> <p>Homework information available for all children and parents</p>	<p>Spring term 21 and ongoing</p>	<p>Alternative formats</p>	<p>SENCO</p> <p>Admin</p> <p>HT</p> <p>Staff</p>	<p>SENCO</p> <p>HT</p>

Mithian School Disability and Access Plan January 2022

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Staff Knowledge and CPD					
<p>All staff feel confident equality and equal access for all children</p> <p>Staff knowledge and areas of specialism are supported by the HT and SEND</p>	<p>Staff are aware of legal aspects of Disability Discrimination Act</p> <p>Provide training as per identified areas of need</p> <p>Ensure up-to-date training</p>	Ongoing	<p>CPD and staff meetings/staffboard</p> <p>SENCO and HT support</p>	<p>SENCO</p> <p>HT</p> <p>Staff</p> <p>Governors</p> <p>TPAT</p>	SENCO

Mithian School Disability and Access Plan January 2022

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Perception of the Child					
<p>A positive approach to difference will be embedded throughout the school</p> <p>Children's voice will be given value. Opportunities for pupil voice and confidence building are part of the school ethos</p>	<p>Focus on removing barriers and positive solutions</p> <p>Children supported to discuss their needs to enable safe, learning environment. Pupil voice opportunities in place.</p>	Ongoing.	<p>PSHE resources</p> <p>Assemblies</p> <p>Class discussions, including circle time and group time.</p>	<p>SENCO</p> <p>HT</p> <p>Staff</p> <p>Pupils and stakeholders</p> <p>.</p>	<p>SENCO and HT</p> <p>pupil feedback</p>

Mithian School Disability and Access Plan January 2022

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Adapting the Curriculum					
<p>School curriculum, will include adaptations so access for all.</p> <p>Ways of measuring achievement enable every child to achieve their potential across the curriculum with focus on the life-long learner (EMERGE)</p>	<p>Examine government curriculum guidance specific to SEN/ Disability</p> <p>Use pupil voice to inform planning, adaptations and to maximise enjoyment in learning</p>	Ongoing.	<p>Planning</p> <p>Staff meetings</p> <p>Curriculum resources</p>	<p>SENCO</p> <p>HT</p> <p>Staff</p> <p>Governors</p> <p>Feedback from pupils</p>	<p>SENCO</p> <p>Curriculum reviews</p>

Mithian School Disability and Access Plan January 2022

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Monitoring Progress					
<p>Pupil progress and attainment will be used as part of evidence about pupil well-being and achievement.</p> <p>Learning observations, monitoring and appraisal procedures focus on maximum participation and achievement of key groups.</p>	<p>TA, provision maps and pupil tracking for bands to help identify the progress and attainment of all individuals and groups of pupils</p> <p>Information used to inform intervention and further support</p>	<p>Termly and Half Termly reviews of pupil progress and monitoring</p>	<p>Tracking system</p> <p>Monitoring sheets</p>	<p>HT</p> <p>SENCO</p>	<p>SENCO</p> <p>HT</p> <p>Staff</p> <p>Governors</p> <p>Feedback from pupils</p>

Mithian School Disability and Access Plan January 2022

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Broader Participation					
<p>Maximise participation in all school activities by groups and individual children, taking particular note of those with disabilities/SEN</p> <p>Opportunities for celebration based on equality regardless of perceived or real barriers.</p>	<p>Support full participation in extra-curricular activities for all children.</p> <p>Work with all stakeholders to increase opportunities available.</p> <p>Consider carefully the venue for all trips to ensure equal and easy access to all pupils</p>	Ongoing	<p>Extra Curricular Clubs</p> <p>Trips and residentials</p>	<p>SENCO</p> <p>PE Lead</p> <p>HT</p> <p>Governors</p>	<p>Feedback from pupils</p> <p>Parent voice</p> <p>Club participation</p>