



Accessibility Policy

Approved by School representative:	Stephen Dowell	Date:	April 2025
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1. INTRODUCTION

We believe that this Accessibility Policy 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 they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal daily activities.

2. AIMS

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At The Milestone School, each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with pupils with a range of learning difficulties, autism and complex medical needs. Pupil achievement is celebrated as part of our approach to a personalised curriculum that encourages and supports pupils to be as independent as possible so that they are best prepared for adulthood and the opportunities available once they leave school.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including:

Pupils

Parents/carers and members of the wider family

Staff

LAB Members

Agencies that support our pupils, e.g. therapists, Children's Social Care etc.

3. LEGISLATION AND GUIDANCE

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4. ACTION PLAN

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> - Personalised, aspirational curriculum ('My Life, My Learning, My Future') - Total Communication approach - EHCP-driven planning and assessment - Bespoke learning pathways (PMLD, Complex Needs, Semi-Formal, Formal) - Adaptive teaching strategies in place 	<ul style="list-style-type: none"> - Embed holistic curriculum pathways linked to life skills, communication, and independence - Strengthen adaptive teaching and personalised learning - Increase community-based and offsite learning 	<ul style="list-style-type: none"> - Co-produce curriculum pathways with families and professionals - Strengthen the life skills curriculum - Develop CPD around adaptive teaching and assistive technology - Broaden vocational and real-world learning experiences 	Deputy Head (Curriculum) Kara Mann	<p>Review July 2025 and July 2026</p> <p>Action Plan September 2025 and September 2026</p> <p>Implementation by July 2026 and July 2027</p>	<ul style="list-style-type: none"> - Pupils access flexible curriculum tailored to individual needs - Increased life skills, independence and communication progress - Improved transition outcomes

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> - Clear walkways, ramps, disabled toilets, wide corridors - Assistive technology investment (emerging) - Environment adapted for sensory needs 	<ul style="list-style-type: none"> - Improve access through capital investment and site audits - Ensure accessibility of outdoor learning and recreation areas - Update classrooms and sensory spaces 	<ul style="list-style-type: none"> - Conduct annual accessibility audits - Invest in hoists, ramps, regulation spaces - Expand outdoor learning areas - Develop phased improvement of older site areas 	Headteacher Estates Team Finance Team	July 2026, July 2027 and July 2028(annual review)	<ul style="list-style-type: none"> - Fully accessible and inclusive environments - New spaces meet accessibility standards - Pupils independently use all facilities

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> - Total Communication strategy (symbols, AAC, Makaton, visuals) - Accessible internal signage - Individualised support plans 	<ul style="list-style-type: none"> - Strengthen use of pictorial, audio, and sensory information - Introduce Objects of Reference and enhanced signage - Improve accessibility of online resources 	<ul style="list-style-type: none"> - Review and update all internal signage - Embed use of Objects of Reference across school - Improve website accessibility for families 	Deputy Head (Curriculum) Kara Mann IT Team Class Teachers Learning Partners	July 2026	<ul style="list-style-type: none"> - Pupils navigate learning spaces more effectively - Website is inclusive and user-friendly - Increased family engagement

5. MONITORING AND REVIEW

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Local Advisory Board and the headteacher.

It will be approved by the Local Advisory Board and the headteacher.

6. LINKS WITH OTHER POLICIES

This accessibility plan is linked to the following policies and documents:

- [Health and safety policy](#)
- [Equality information and objectives policy](#)
- [SEND policy](#)
- [Supporting pupils with medical conditions policy](#)