



# INCLUSIVE LEARNING FEDERATION

**Bradwell Village School  
Priory Common School  
Romans Field School**

## **Policy**

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**Date: 16 May 2023**

**Approved by: Full Governing Board**

**Date: 15 June 2023**

**Next review due by:**

**September 2024**

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## 1. School context

| School               | Context  |
|----------------------|--|
| Romans Field School  | <p>Romans Field School is a school for children aged 5 to 11, whose primary need is SEMH (social, emotional, mental health). We also have children with significant complex needs who follow a bespoke Romans Field curriculum. In September 2021, our PAN (Pupil Admission Number) increased to 66. At the point of referral many pupils have additional, associated and sometimes complex needs, which may include ADHD (Attention Deficit and Hyperactivity Disorder); ADD (Attention Deficit Disorder); ODD (Oppositional Defiant Disorder); Tourettes; Mental Health Difficulties; Language and Learning difficulties; Asperger's Syndrome or are on the Autistic Spectrum.</p> <p>Romans Field School serves the wider Milton Keynes area and also educates children from Northamptonshire, Luton, Buckinghamshire, Bedford, and Bedfordshire. See our admissions page for more detail. Due to the diversity of the population of Milton Keynes and the catchment areas of the school, Romans field School has a high proportion of Pupil Premium children and has children with English as an Additional Language on their roll.</p> <p>Romans Field School is part of the Inclusive Learning Federation which is unique within the Milton Keynes area, made up of a special school, and two mainstream primary schools, the staff work closely together to benefit all the children.</p> |
| Priory Common School | <p>Priory Common School is a small infant school for 4–7-year-olds. It is a school for boys and girls and serves a mixed catchment area within Milton Keynes. Most of our children live either in Bradwell Village or Heelands but we also take a number of children from Bancroft and Bradville. In total, our children join us from 14 different areas of Milton Keynes. Within the two main estates there are pockets of deprivation as well as middle income homeowners; consequently, our intake is composed of a wide socio-economic and multi-cultural mix. As an established area of Milton Keynes, the school has experienced a drop in pupil numbers as the new housing estates are attracting families and therefore in-year mobility has increased. Some children are placed at</p>  |

|                         |  |
|-------------------------|--|
|                         | Priory Common School whilst awaiting a place at another school which is closer to their home. Due to the diverse mix within Milton Keynes, these pupils are often newly arrived in the UK or removals in from other local authorities.   |
| Bradwell Village School | BVS serves a mixed catchment area within Milton Keynes. Over the years, the areas surrounding the original Bradwell Village have developed to encompass the newer Bradwell Village and Heelands grid squares. Within these two estates there are pockets of deprivation as well as middle income homeowners. Consequently, our intake is composed of a wide socio-economic and multi-cultural mix. |

## 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 deliver quality first teaching, with high expectations for all, that enables children to succeed, achieve their potential and develop the essential knowledge and skills for a happy and fulfilled life
- To treat all its children and families fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind
- To be inclusive in our provision and attempt to respond to, and respect, the diversity of the children's learning needs
- To continue our commitment to providing a fully accessible environment in our school and across the Federation which values and includes all pupils, staff, parents, carers, and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional, and cultural needs
- To challenge negative attitudes about disability and accessibility and aim to develop a culture of awareness, tolerance, and inclusion
- To be at the heart of our locality by working in partnership with families and the wider community
- To be a learning community which fosters creativity, independence, and a passion for learning
- To provide an accessible, nurturing and stimulating environment that supports and celebrates learning
- For all members of the school community to model positive, respectful relationships

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. Romans Field School works closely with the Federation to support both our children and those with additional needs in the Federation. We work closely with the LA SEND team to ensure that appropriate provision is provided for new children and where additional adaptations, or alternative curriculum may be required.

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

We have included a range of stakeholders in the development of this accessibility plan, including staff, governors, parents, and children.

### 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 4. Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day- to-day activities.

## 5. Action plan

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

| AIM  | CURRENT GOOD PRACTICE<br>Include established practice, and practice under development  | OBJECTIVES<br>State short, medium, and long-term 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"> <li>Curriculum is subject to ongoing review to ensure it meets the needs of all pupils</li> <li>Two alternative curriculum paths ways in place to support both children with SEMH and children with complex needs</li> <li>Curriculum is adaptive and differentiated to support the needs of all our children including additional adaptive resources when required                             <ul style="list-style-type: none"> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>Partnership work within the Federation</li> </ul> </li> <li>Ongoing annual CPD on supporting children with aspects of SEN, EAL and medical conditions including differentiation/scaffolding/challenge when required.</li> </ul> | Review and refine learning pathways to ensure they are appropriate for our current children     | Subject leaders/RF Lead to review their curriculum offer and see how it meets the needs of our current children – recommendations and adaptations to be made | Subject Leaders<br>RF Lead   | Ongoing   | Curriculum Pathways meets the needs of our children and resources match the support needed |
|  |  | Review and refine curriculum offer for our Year 6 cohorts                                       | Audit current curriculum<br><br>Research project lead curriculum<br><br>New curriculum planned to support Yr. 6  | Yr. 6 teachers in collaboration with subject leaders and assessment lead | By end of Spring 2022<br><br>Planned and ready for September 2022 | Audit completed<br>Recommendations made<br><br>Curriculum in place                         |
|  |  | Continue ongoing staff curriculum spotlights to support delivery of curriculum for all children | Curriculum spotlights planned as part of ongoing staff meetings  | DHT – organise<br>Subject Leaders - deliver                              | Ongoing   | Staff increased confidence in delivering curriculum to all children                        |

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|--|---|--|--|--|---------------------------------|--|
| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> <li>Guidance and advice are provided to staff when children with new disabilities or SEN are referred to the school</li> <li>EHCP and discussions with families are used to ensure all new children have access to the curriculum</li> </ul> | Establish CPD based around SEND and disability to enable all staff to keep up to date with different conditions/needs                                    | Whole school or individual CPD programme in place and reviewed regular to support needs of all children                                | CPD lead   | Ongoing                         | Staff upskilled to support wide range of needs and disabilities  |
|  |   | Review and amend assessment process to ensure progress is measurable for all children  | Audit current assessment<br>Recommendations made and implemented   | Assessment lead with subject leader support                  | By Summer 2022                  | Assessment system in place which is fit for purpose and enables accurate recording of progress and attainment for all children |
|  |   | Enhance opportunities for our children to work alongside mainstream peers, initially with in the Federation and then across other LA schools in our area | Children to be identified from across school who would benefit from a mainstream experience<br><br>Links to be developed with range of | Pastoral team and class staff<br><br>SLT to approach schools | Ongoing<br><br>By end of Summer | Children identified and opportunities to work alongside mainstream peers established either here or in a partner school        |

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|--|---|---|---|-------------------------------|--------------------------------|---|
| Increase access to the curriculum for pupils with a disability |   |   | mainstream settings<br><br>Opportunities and activities in place for key children in mainstream setting or with mainstream peers here | Enrichment team               | Ongoing                        |   |
|  |   | Develop Quadrant core curriculum subject leadership groups                          | Liaise with Quadrant heads to establish interested and set up initial meetings<br><br>Ongoing meetings established for core subjects  | HoS<br><br>Core subject leads | End of Spring 2<br><br>Ongoing | Regular core subject lead meetings in place and attended<br><br>Improved support in place for teachers following meetings |
| Improve and maintain access to the physical environment        | Guidance and advice are provided to staff when children with new disabilities or SEN are resources are provided to support and meet needs | Improve access to the physical environment of the schools and to school activities. | Complete a school walkabout and audit access and environment  | SLT/Governors/Site staff      | By Summer 2022                 | Walkabout and audit completed with recommendations made – action plan/programme of improvements in place                  |

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|--|---|--|---|--|---|--|
| Improve and maintain access to the physical environment                | <p>Mobile ramps are available for use, when required</p> <p>Main entrance has double automatic doors and additional doors can be opened wider to access key areas</p> <p>Disabled parking spaces and toilet</p> <p>Facilities provided for children requiring toileting support</p> <p>Key areas of school have visual signs to support pre-verbal children and non-readers</p> | <p>Increase visual signage/information around the school</p>   | <p>Complete a school walkabout and audit visual signage and information around the environment</p> <p>Plan areas to add additional signage and information points around the school</p> <p>New signage ordered and put in place</p> | <p>Class staff/Site staff</p> <p>SLT/Site staff</p> <p>Office staff and Site staff</p> | <p>End of Spring 2022</p> <p>End of Summer 2022</p>         | <p>Increased signage and all children able to access information and school</p>                          |
|  |   | <p>Review Fire Evacuation plan</p>   | <p>Review plan with current cohorts</p>   | <p>Fire Marshalls and Pastoral team</p>  | <p>Annual (and after any new starters)</p>                  | <p>Current plan always takes account of current cohorts</p>  |
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Half-termly Newsletter provided to families</p> <p>Website revamped and fully operational with a range of information available to families</p> <p>Parent mail now in use to enable effective sharing of information</p> <p>Visual signage and use of widget to share information</p>  | <p>Continue to make available school brochures, school documentation, school newsletters and other information for parents/careers in alternative languages and formats.</p> | <p>Website updated regularly with key information and links for additional support</p> <p>Research possibilities of translators/readers for website</p>   | <p>SLT/Office staff/Computer technicians</p>   | <p>Ongoing with termly checks</p> <p>End of Spring 2022</p> | <p>Website up to date and information accessible</p> <p>Recommendations made and next steps detailed</p> |

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|---|---|---|--|---|-----------------------------|--|
|   | Adaptations to resources for children with Visual impairments when required           |   | Research how to share video files on the school website and beginning to establish series of informative videos to share key information | SLT/Computer lead/ Computer technicians | End of summer 2022          | Video link established and videos are beginning to be added                  |
| Improve the delivery of information to pupils with a disability |   | Review LA/EMASS offer on other available resources to support information sharing | Contact made and list of resources or support available to staff   | EAL lead/Pastoral team                  | End of Summer 2022          | Resource list in place and links for staff                                   |
|   |   | Children and parents are aware of developments within school                      | Produce simplified/visual parent/child friendly version of School improvement plans and other action plans                               | SLT/Office staff                        | Annually                    | Children and families have access to documentation in a user-friendly format |

## 6. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary and will be approved by the Governing Board and the Executive Headteacher.

Monitoring of the implementation and impact of the plan will take place through:

- monitoring classroom practice by carrying out lesson observations, learning walks and the scrutiny of work and planning
- analysing pupil tracking data and test results for individual pupils and for cohorts
- monitoring the school's self-evaluation
- monitoring the school improvement plan, which is the strategic plan for the school
- visits from LA personnel and Ofsted inspection arrangements
- formal and informal feedback from parents/carers, pupils, and staff

## 7. Links with other policies

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

- Risk assessment policy
- Safeguarding & Child Protection Policy
- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Educational Needs & Disability (SEND) information report
- Supporting Pupils With Medical Conditions Policy
- Equality & Diversity Policy
- Curriculum Policy