



Accessibility Policy

Date: 04/2021

Review date: 04/24

1. Vision Statement

2. Aims and Objectives

3. Current good practice

- Physical Environment
- Curriculum
- Information

4. Access Audit

5. Management, coordination and implementation

6. Action Plan

1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The current Plan will be appended to this document.

At Oakhurst Community Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Oakhurst Community Primary School Accessibility Plan will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, (see Equality Policy) and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Oakhurst Community Primary 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.
- 4) The Oakhurst Community Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

- 5) The Oakhurst Community Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Asset Management Plan
 - Behaviour Management Policy
 - Curriculum Policy
 - Critical Incident Support Plan
 - Equal Opportunities Policy
 - Health & Safety Policy
 - Equality Plan
 - School Improvement Plan
 - Special Educational Needs and Disabilities Policy
- 8) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 9) The Accessibility Plan will be published on the school website.
- 10) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- 11) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs.

Special consideration is made before placing children or staff with disability upstairs and emergency evacuation procedures involve a chair for temporary disability occurring while upstairs.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is a modern two storey building with wide corridors and several access points from outside. KS1 and EYFS areas are all on the ground floor which have wide door access to all rooms. The hall is on the ground floor and is accessible to all. There is a lift to the second storey of the building.

On-site car parking for staff and visitors includes dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby which is fully accessible to wheelchair users. There are disabled toilet facilities available near the offices and off of the hall, as well as upstairs. All these are fitted with a handrail and a pull emergency cord. Two of these toilets currently have an accessible changing bed.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.
- The Governing Board will receive an annual report detailing progress against the action plan

6. Action Plan

Aim 1: To increase access to the curriculum for pupils with a disability

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Personnel Responsible	Success Criteria
To liaise with Nursery providers to review potential intake for Sept 2021	To identify pupils who may need additional to or different from provision for Sept 2021 Intake	July 2021 and ongoing	SENDCO EYFS Lead	Appropriate support in place to meet the needs of new children to the school
To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	HT, SENDCO and all staff	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing	SENDCo Pastoral Support Worker HT/DHT TAs School Nurse Outside agencies	Clear collaborative working approach
To ensure full access to the curriculum for all children	CPD for staff and liaison with specialist advisory teachers in order to provide: <ul style="list-style-type: none"> An effectively differentiated curriculum Strategies for assessing progress towards personalised objectives Use of ICT to support recording Use of dyslexia friendly resources to be embedded by all staff Use of brain breaks/timers and fidget toys etc. 	Ongoing	SENDCO Phase leaders Class teachers	Advice taken and strategies evident in classroom practice

Review the use of current assessment package to ensure effective tracking of children with SEND	Consultation with staff as part of ongoing evaluation and pupil progress meetings	Termly	HT Phase leaders SENDCO	Progress made towards targets Provision mapping shows clear steps and progress made. New My Plan format to track individual progress of children with SEN. Intervention provision maps to reflect the impact of the intervention on individual progress for all children
Ensure appropriate training for staff in relation to the identification and support of children with ADHD, Attachment and ASC. Train staff to use a trauma informed approach.	SENDCO to access external/internal training and cascade to staff in school	January 2022	SENDCO	Children with ADHD, Attachment and ASC successfully included in all aspects of school life Staff will learn and adopt a trauma informed approach.
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure accessibility for all	Oct 2021	HT Phase leaders Visit leaders	All extra-curricular activities are planned to ensure they are accessible to all children. Increase in access to all school activities for all pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables across the school.	Ongoing	SENDCO Phase leaders	All pupils have access to the National Curriculum
Ensure all children on SEN list are identified on the whole school provision map and children receiving targeted support have a My Progress plan.	Provision maps for all children reviewed termly and My Progress Plans reviewed four times a year	Ongoing	SENDCO Teachers	Provision maps and My Progress Plans in place to support the needs of individual children
Review TA development as required to enable pupils to be appropriately supported Train all staff on delivering effective interventions to support pupils with a specific learning difficulty.	Effective training implemented to support identified needs	September 2021	SENDCO	Children have effective access to outstanding interventions that are capitalised on within the classroom

<p>Ensure all staff are aware of disabled pupils curriculum access</p>	<p>Set up pupil profiles where needed and these will be shared with all staff.</p> <p>Curriculum leaders to ensure access for all and when monitoring will look to assess the outcomes of disabled pupils compared to non-disabled.</p> <p>Class Teachers will seek support from Curriculum leaders where they feel access is limited</p>	<p>As and when necessary</p>	<p>Curriculum Leaders</p> <p>SENDCo</p>	<p>All staff aware of individual pupil's access needs</p> <p>Key staff are aware of individual care plans for pupils with specific allergies and medical needs.</p>
<p>Ensure access to computer technology such as clicker 7 for pupils with disabilities</p>	<p>Clicker 7 to be used for children with dyspraxia or other disabilities that limit their ability to handwrite</p>	<p>As required</p>	<p>SENDCO</p> <p>IT leader</p> <p>Class Teacher</p>	<p>Access to computer technology will be improved for all disabled pupils</p>
<p>On-going programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties e.g. signalong/working memory/dyslexia friendly</p>	<p>Staff will seek support and observations from the SENDCo when required and implement advice and strategies given</p> <p>Ensuring access to brain breaks and working memory aids as part of first quality teaching</p>	<p>All staff</p>	<p>Class Teacher</p>	<p>All staff will be anticipatory to pupils ever changing needs and promote access for all</p>
<p>Ensure all policies consider the implications of Disability access</p>	<p>Consider all policies in view of priorities</p>	<p>ongoing</p>	<p>Policy writer</p>	<p>Access to all aspects of school life for all pupils</p>
<p>Eliminate all discrimination and harassment of disabled pupils</p>	<p>Strict reporting and recording procedures to ensure that pupils/stakeholders with disability are not being bullied or harassed. Record using CPOMS.</p> <p>New staff to be aware of this through induction (safeguarding training)</p>	<p>Monitoring of CPOMS through supervision</p> <p>Annual Safeguarding training</p>	<p>Head Teacher/SENDCo</p>	<p>Incidents of discrimination and harassment are zero</p>

PE Curriculum is accessible to all	Gather information on accessible PE and disabled sports To use SPARKs and SPARKey's to support the gross motor skills of SEND/all pupils Promote disabilities through Paralympian's and days out	Ongoing	PE Co-ordinator/SENDCo	All to have access to PE and able to excel. Training of SPARKs by OT
To ensure all children with SEN are assessed at the correct age-related expectation and all staff are ensuring targeted intervention is in place to ensure progress is maximised	Staff training and moderation sessions to ensure consistency throughout the school SENDCo to track the progress and ensure SEN pupils are receiving the provision required to make good progress	Ongoing	SENDCo/Class Teachers	All children on the SEN register will make progress Progress will be documented and tracked in the My Progress Plan journal
To ensure all interventions are tailored to support access within the classroom and key skills are transferred and applied	Teachers to receive training on all the interventions to support the different types of learners, this will upskill them to identify the correct intervention for the correct need	September 2021	Training agencies/SENDCo	Provision maps will identify children in receipt of the correct intervention. Teachers will be able to capitalise on the learning from the intervention in the classroom
To identify and support children with learning barriers as early as possible.	Increase the traded services such as; the Educational Psychologist, SALT and TAHMs and pull on key interventions as soon as possible.	September 2021	SENDCo	With clear knowledge of barriers, class teachers will be able to adapt provision to meet individual needs
Monitor how well pupils with disabilities are achieving academically and socially	Use of termly progress meetings. Provision maps and my progress plan journals	Ongoing	SENDCo	Systems in place monitoring academic and social progression and differentiation. Parents and carers are involved in the process

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education.

Our key objective is to reduce and eliminate barriers to access to the physical environment to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Personnel Responsible	Success Criteria
To improve the physical environment of the school in-line with the differing needs of its community	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SBM	Enabling needs to be met where possible
All staff to make classrooms accessible	Ensure all classrooms are organised in accordance with pupil need	As necessary	Class teacher	Reasonable adjustments are reviewed and maintained and consistently updated to improve access and safety.
Ensure all fire escape routes are suitable for all and free from obstruction at all times	Review means of escape for disabled pupils/visitors during review of fire risk assessment and fire drill practices, ensure staff are aware of the need to keep fire escapes clear at all times	As necessary	Head Teacher/Staff	All fire escapes kept clear and pupils have safe exit at all times. There are two Evacuation chairs to support children with physical disabilities, one by the year 3 stairs and the other by the year 5 stairs.

Any redecorating or alterations within the school is sympathetic to the visually impaired and those with ADHD and ASD	Advice taken when considering colour schemes and lighting before further decorating takes place.	As necessary	Head Teacher	Classrooms and corridors will refrain from causing excess stimulation and stress on the eye where possible.
Ensure everyone has access to all areas of the school	Maintain learning environments and corridors to ensure they remain clutter free and accessible to wheelchairs, those using crutches and individuals with sensory impairment	Ongoing	HT SBM Caretaker	All rooms in the school are accessible to everyone
Ensure all disabled people can be safely evacuated.	Ensure there is an personal emergency evacuation plan for all disabled people (PEEP) Ensure all staff are aware of their responsibilities in evacuation Ensure all fire exits are kept clear	Ongoing	SENDCO	All disabled pupils and staff working with them are safe in the event of a fire. There are PEEPs (Personal Evacuation Plans) for pupils with special educational needs (if required) and pupils with disabilities and who would need help in the event of an evacuation. Disabled people in wheel chairs can quickly and easily be evacuated
Provide support equipment for pupil with a hearing impairment	Take advice from the Hearing Support Team	As required	SENDCO	All children with hearing impairment have access to the curriculum and regular visits from the hearing advisory team.

<p>Ensuring disabled parents have every opportunity to be involved</p>	<p>Utilise disabled parking spaces for disabled to drop off & collect children Arrange interpreters from the RNID to communicate with deaf parents Offer a telephone call to explain letters home for some parents who need this Maintain a proactive approach to identifying the access requirements of disabled parents</p>	<p>As required</p>	<p>HT SENDCO</p>	<p>Disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education</p>
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Aim 3: To improve the delivery of information

Our key objective is to reduce and eliminate barriers to access to information to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Personnel Responsible	Success Criteria
Availability of written material in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats. Review all current school	As required	Admin team HT	Delivery of information to pupils and parents/carers improved
To enable effective interpretation of all aspects of the school environment	Investigate symbol software to support learners with reading difficulties Raise awareness of font size and page layouts to support pupils with visual impairments Audit signage around the school to ensure that it is Accessible and clear	Ongoing	HT SBM Caretaker	Everyone is able to interpret all aspects of the school environment
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print School Office will support and help parents access information and complete school forms Ensure website and all document accessible via the school website can be accessed by visually impaired Use Schoop to remind /prompt parents of events	Ongoing	School office	All parents receive information in a form that they can access