

OAKMERE PRIMARY SCHOOL

Accessibility Plan POLICY



Policy Approval Date: April 2023

Review date: April 2026

Headteacher Signature:

A Wilson

Chair of Governors Signature:

C Daniel

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 will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Oakmere Primary School the Plan will be monitored by the Headteacher and evaluated by the Full Governing Body. The current Plan will be appended to this document.

At Oakmere 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.

Our Aims are:

- Increase access to the curriculum for pupils with a disability, medical condition or other access needs.
- To provide quality first teaching for all pupils.
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community.

1) The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010, will advise upon the compliance with that duty and will work in partnership in developing and implementing this Accessibility Plan.

2) Oakmere 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 adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3) The Oakmere 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 anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs and leisure and cultural activities. This may also cover the provision of specialist or auxiliary aids and equipment, which may assist pupils in accessing the curriculum.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary such as improvements to the physical environment of the school and physical aids to access education;
- Where needed, adapt the delivery of written information such as hand-outs, timetables, textbooks and information about the school and school events in various preferred formats to pupils, staff, parents and visitors with disabilities.

4) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

5) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- Special Educational Needs Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Trips and Residential Visits Policy

6) The Accessibility Plan for physical remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

7) 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.

Current good practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Physical Environment

There is only one area of school where there is limited or no access at the moment. This is the first floor. At present there are spare classes on the ground floor which could be used to accommodate pupils with specific needs.

Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible.

Curriculum

Through planning for individual need through quality first teaching, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

Access Audit

The school is housed in 2 separate buildings. The Key Stage One building is a single level building with double doors in the main reception area suitable for disabled access to each classroom. The Key Stage Two site is a two-storey building with double doors in the main reception area. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. Whilst we acknowledge that the size of the school site could potentially present challenges when moving between buildings, we make reasonable adjustments as the need arises. The school has extensive dedicated visitor parking with a full turning circle and suitable arrangements for disabled visitors are made when appropriate. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- The policy is reviewed every three years or as children's needs change.
- The annual review is then shared with staff.
- We make links with other schools to share best practice through regular SENCO network meetings and other communications as needed.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. The SEND governor or Chair of Governors may be involved if the complaint is not resolved satisfactorily.

Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

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, medical condition or other access needs.

Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with pre-school providers to prepare for the new intake of children into Foundation each year	To identify pupils who may need adapted or additional provision	May to July annually	HT SENCO EYFS Leader Teachers	Provision set in place ready for when the children start school
To liaise with educational establishments to prepare for the intake of new children who transfer within year	To identify pupils who may need adapted or additional provision	Ongoing as need arises	HT SENCO	Provision set in place ready for when the children start school
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	SLT Governors	All policies clearly reflect inclusive practice and procedure
To establish and maintain close liaison with parents and increase their engagement	To ensure collaboration and information sharing between school and families.	Ongoing	SLT Teaching staff Inclusion Manager Wellbeing Champion	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning, parents attend coffee mornings
To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel.	Ongoing	SLT SENCO All teaching staff External professionals	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision. Ensure all medical needs are met and specialised equipment is in place	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT SENCO All teaching staff Extra-curricular service providers Educational visits settings	Evidence that appropriate considerations and reasonable adjustments have been made

Ensure staff are adequately trained on increasing access to the curriculum for all learners and removing potential barriers	Audit staff strengths/ gaps in knowledge. Internal and external training from outside agencies- Autism support- Autism support team, speech and language, EP and OT etc TA training on adapting lessons for their 1:1 pupil. Complete learning walking walks to ensure the school environment is accessible for all children. Staff meetings to addressing inclusive practice and SENCO to do 1:1 sessions with teachers	ongoing	SENCO SLT Teaching staff	Staff confidence in adapting the curriculum is improved Children's participation in the curriculum is broad and balanced
Appropriate use of interventions and their success and impact on progress	Track and evaluate the impact of interventions. Have intervention groups to give more children opportunities to make better progress. Support staff with strategies to support pupils with SEND during pupil progress meetings. Improve gross and fine motor skills interventions. Improve sensory interventions. Consider developing a sensory room in the school.	ongoing	SENCO Teaching staff Headteacher Deputy Headteacher	Evidence that children are making progress

Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve the physical school environment to ensure that children can access all areas of the school	The school will take account the needs of pupils 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, clear signage and more accessible facilities and fittings. Ensure the playground is safe. Consider adding fencing around the KS1 and KS2 playground so that they cannot access beyond the field areas.	Ongoing	SLT Site manager Governors	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
Ensure that reasonable adjustments are made for pupils with SEND, medical condition or other access needs so that they can take full advantage of the education provided by the school	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT SENCO All teaching staff Site manager	As full as possible inclusion for all pupils. Safe evacuation in an emergency.

Ensure that children feel safe and involved at playtimes	Use of peer mediators on the playground Lunch time staff are supported by SLT to deal with issues Engaging play equipment	ongoing	SLT	Children feel safe in the playground
Ensure access for pupils with SEND at school clubs and ensure reasonable adjustments are made to enable participation	Audit SEND children use of clubs and extended services. Risk assessments put in place if needed	ongoing	SLT	Increased access of pupils with SEND at school

Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing. Key documents translated when appropriate	Ongoing	SLT Teachers Admin team SENCO	Evidence that appropriate considerations and reasonable
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.
To continue using pictorial communication systems and support parental use	Use widgit for whole class displays and individual children who require it Speak to parents about how it could be introduced at home	ongoing	SENCO Class teachers	All staff aware of the disabilities of their children in class. Parents supporting their children using widgit at home.
Increase awareness of different types of disabilities	Staff training on different types of disabilities Celebrating differences through disability awareness days, assemblies, PSHE lessons	ongoing	SENCO	All staff, children and parents have an increasing awareness of a range of disabilities