

Accessibility plan

Oaklands Primary School



Approved by:	Tom Hassan & Elin Gillard	Date: 22/03/22
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1. 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 Oaklands Primary School our aim is that all children, whatever their individual need or disability, will reach their full potential and reasonable adjustments will be made to ensure this. We have high aspirations of and expectations for all pupils and focus on long term outcomes and the steps to success that are needed to achieve these outcomes.

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.

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

2. 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.

3. 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
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • The school actively seeks advice from external professionals to meet the needs of individual children e.g. physio, OT, SALT, Advisory Teachers • Specialised equipment is provided to meet the needs of individuals. • Identification of need through the APDR process 	<ul style="list-style-type: none"> • Curriculum resources include examples of people with disabilities • Increase teacher's understanding of additional needs and disabilities present in the setting through CPD • Develop use of additional adults to support children with specific, identified needs • APDR process to include further opportunities for parental and pupils input 	<ul style="list-style-type: none"> • Audit of curriculum to identify where people with disabilities are present • SEN 'light bites' from SENCo at the start of each staff meeting (weekly). • Review of current staffing re Tas. Re-deploy/re-purpose as need requires 	<p>SENCo HT</p>	<p>Ongoing</p>	<p>Good practice continues to provide children with SEND with opportunities to access the curriculum and to meet their individual targets</p> <p>There are opportunities within the curriculum for children to see people with disabilities</p> <p>Additional adults are well utilized ensuring best outcomes for children</p> <p>Parents and children feel their voice is captured in the APDR process</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is challenging for pupils with a physical disability as it is built on a steep slope and has buildings and playgrounds on different levels. The school has adapted the environment to the best of what can be reasonably expected. Where appropriate, this takes place in collaboration with external agencies e.g. OT</p> <p>Adaptations include:</p> <ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets • Library shelves at wheelchair-accessible height • Hand rails throughout the site 	<ul style="list-style-type: none"> • To install a ramp to allow access from the KS2 playground to the external classroom and the rest of the site. 	<ul style="list-style-type: none"> • Install ramp 	<p>Site manager HT</p>	<p>30/04/22</p>	<p>Children and parents with buggies have full access to the site</p>

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Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources where appropriate • Sound field system in each classroom and assembly hall • Pictorial or symbolic representations • Radio aids • Coloured overlays • Reasonable adjustments applied for e.g. for children sitting statutory assessments • The school is proactive in implementing any reasonable adjustments to meet children's specific learning needs. 	Continue to be proactive in our approach to meeting children's needs.	Apply for reasonable adjustments for identified pupils re Year 6 SATS.	SENCo Y6 Teacher	30/04/22	<p>Children continue to access information required</p> <p>Children who require adjustments for SATS receive these</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by Chair of Governors and Headteacher.

At Oaklands, the plan will be informally reviewed by the Headteacher and SENCo yearly to ensure that it is up-to-date. Any resulting changes will be shared with the Chair of Governors.