



POLICY: Accessibility Plan	SIGNATURE CHAIR OF GOVERNORS: 
DATE APPROVED: April 2021	
FREQUENCY OF REVIEW: Every 3 years	
DATE OF NEXT REVIEW: February 2024	

ACCESSIBILITY PLAN

FOR OXLEY PRIMARY SCHOOL

VERSION: APRIL 2021

This plan is drawn up in accordance with the duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

Purpose

This policy aims to reduce and eliminate barriers to the curriculum and the school community for pupils, prospective pupils and our adult users with a disability.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of **Equality and Inclusion**.
- Improve access to **the physical environment** of the school adding specialist facilities as necessary. This covers improvements to the physical environment of the school as far as possible and physical aids to access education.
- Increase access to **the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are prepared for life equally as the able-bodied pupils are. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Definition of Disability

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

What 'substantial' and 'long-term' mean:

- 'substantial' is more than minor or trivial – e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more – e.g. a breathing condition that develops as a result of a lung infection.

Roles and responsibilities of the Head Teacher, other staff, governors:

The **Head Teacher** will ensure that:

The school's aims and Equality Policy and the operation of the school's SEN policy are in compliance with the Equalities act 2010.

The school meets its duty under the Equalities Act 2010 by ensuring:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

All **staff** in performing their duties will be aware of their duties outlined in the Equality Act 2010.

When planning the curriculum staff should consider the accessibility of the school curriculum for children with disabilities. This includes the wider curriculum of the school such as participation in after-school clubs, leisure, cultural activities or school visits.

The **staff** and **Governors** should ensure that the school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of an inclusive curriculum.

This includes:

- setting suitable learning challenges.
- responding to pupils' diverse learning needs.
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Context of the School

Oxley Primary School has one main building, with an added joined extension that houses the current Reception and Y1 Base, as well as an additional two classrooms that sit to the back of the main building, that are presently used by Y5/6 children.

The majority of buildings can be used flexibly to meet the needs of disabled pupils and staff; provision is negotiated when pupil or staff member specific needs are known. Buildings are on flat ground and accessible for wheelchair users with the exception of the current Y3/4 classrooms which are housed up three stairs, but can be accessed around the back of the school via the concrete external ramp. To overcome any building's restrictions, the following adaptations are made:

- use of these classrooms can, as far as possible, be rotated to meet pupils' needs

- all public-access rooms, including front entrance and hall are accessible via access the EYFS/Y1 base entrance or via arrangement through locked gate that joins the EYFS/Y1 base and main school building.

Toilets within

There are currently two toilets which are suitable for wheelchair dependent pupils or staff. One is in the main corridor within the school and the other housed within the additional two classrooms built at the back of the school.

Access to the Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To be aware of the access needs of disabled children, staff, governors, visitors, parents, carers	<p>a) when a child's needs are known, an access plan will be completed and may form part of an SEN support plan. This information to be shared with relevant staff to ensure continuity of care.</p> <p>b) Make necessary adjustments to locations where possible. Provide support for access to buildings.</p> <p>c) If access issues arise, share these with relevant school staff & governing committees.</p>	Ongoing	<p>Headteacher</p> <p>Governors</p> <p>SENCo</p>	<p>Access plans are in place for individuals, as needs arise. All relevant staff are aware of the needs of the pupil and procedures implemented to support them.</p> <p>All staff & governors are confident that their needs are met.</p> <p>Continuously monitored in response to individual cases, to ensure any new needs arising are met.</p> <p>All individuals have access to the building.</p> <p>Access issues do not influence recruitment or retention of staff.</p>
Ensure everyone has access to the reception area.	<p>a) Wheelchair users or individuals with reduced mobility are made aware of steps to the front of the building and that other arrangements are in place.</p> <p>b) Install signs to alert disabled visitors to call the school number if unable to access the building.</p> <p>b) If individuals are unable to navigate steps, provide assistance to use the side entrance.</p> <p>d) Investigate the cost of installing a remote doorbell with a sign asking to ring for assistance.</p>	<p>Ongoing</p> <p>Autumn 2021</p>	Premises Officer / FPPP Committee / HT	Wheelchair users and individuals with reduced mobility are able to access the reception area and talk to office staff.
Ensure all disabled individuals can be safely evacuated	a) Consider the needs of individuals with disabilities when planning evacuation routes and ensure Personal Evacuations Plans are in.	As required.	<p>Head teacher</p> <p>H & S committee</p>	All disabled pupils and staff working with them are safe in the event of a fire.

	<p>b) Ensure all staff are aware of their responsibilities in evacuation.</p> <p>c) Test fire evacuation procedures to ensure disabled children and adults can exit quickly and safely.</p>		<p>Premises Officer</p> <p>SENCo</p>	<p>There is constant supervision for disabled children who would need help in the event of an evacuation.</p> <p>Disabled people in wheelchairs can be evacuated quickly and easily.</p>
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Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p><u>Ensure delivery of curriculum content is accessible to all</u></p>	<p>a) Lessons delivered, consider the needs of all pupils, with no pupil excluded from the activity due to their disability.</p> <p>b) Work with external agencies such as specialist teaching services to support pupils with hearing impairment / visual impairment and make adaptations in line with recommendations.</p>	<p>As required</p>	<p>Head teacher</p> <p>Class teacher</p> <p>SENCo</p>	<p>All pupils can access the curriculum</p>
<p>Ensure that all pupils individual needs are met</p>	<p>c) Support plans / *EHCPs / *IHCPS are completed to ensure the pupil's needs are documented and best practices to support the child's individual needs are recorded. An assess, plan, do, review approach is implemented to help ensure a pupil's needs are met and strategies are updated in line with children's needs.</p>	<p>Ongoing, as required</p>	<p>Head teacher</p> <p>SENCo</p> <p>Class teacher</p>	<p>All children are able to participate in learning activities and are not excluded from this due to a disability.</p> <p>Adaptations are made where necessary to support children accessing the curriculum.</p>

	<ul style="list-style-type: none"> d) Targets are appropriately matched to the pupil and reflect their needs. e) Support from outside / specialist agencies is sought and recommended strategies adopted, where they work for the pupil. 			
All staff to have appropriate levels of training to support pupils with disabilities	<ul style="list-style-type: none"> a) Once pupil needs are identified, training needs are identified at the earliest point. b) Training to be kept updated to ensure most up to date knowledge of disability. c) Training to be disseminated where possible to wider audiences such as wrap around care (if pupil attends) and lunchtime supervisors. d) Relevant staff are aware of the children's needs and how best to support these. 	Ongoing	<p>Head teacher</p> <p>Class teacher</p> <p>SENCo</p>	<p>All relevant staff are aware of the child's individual needs and how to support these.</p> <p>Consistency in how needs are being met throughout the school day and into extended provision, where used.</p>
All school visits and trips need to be accessible to all pupils.	<ul style="list-style-type: none"> a) Ensure venues and means of transport are vetted for suitability. b) Develop guidance on making trips accessible. c) Where necessary, individual risk assessments are carried out to ensure that the pupil can safely participate in the trip. 	Ongoing	<p>Headteacher</p> <p>Class teacher</p> <p>SENCo</p> <p>EVC</p>	All pupils are able to access all school trips and take part in a range of activities.
Ensure all parents and carers can access information about their child's progress and curriculum	<p>Support access to translators and interpreters.</p> <p>Provide enlarged print paperwork, if alerted to by parent.</p>	As required	<p>Headteacher</p> <p>Class teacher</p>	All parents and carers can access curriculum information about their child.

	If alerted to a parent / carer unable to access written material, provide additional verbal contact.			
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* EHCP - Education, Health and Care Plan IHCP - Individual Health Care Plan - Please SEN policy for further information.

Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Inclusive discussion of access to information in all parent/teacher annual meetings	In the event of parents or children with EAL, ask parents about preferred formats for accessing information e.g. braille, other languages. Provide key documents and written communications in alternative formats when required.	As required	Head teacher Class teacher	All parents are able to access information provided by the school.
Inclusive access to information via website and other electronic means.	Ensure that all information posted on websites, Class Dojo, Facebook etc is in a form which is accessible to all users; for example through screen-reading software.	In place.	Headteacher SEND governor	All parents are able to access information provided by the school via the website.