

Oak Hill Church of England Primary School's Accessibility plan

Blessed is the one you choose and bring near, to dwell in your courts! We shall be satisfied with the goodness of your house, the holiness of your temple!

Psalms 65:4

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body has key duties towards disabled pupils:

- Not to treat pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the school's Governing Body to increase access to education for disabled pupils in the three areas required above. We ensure our work:

- Increases the extent to which disabled pupils can participate in the school's curriculum.
- Improves the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Table 1 **Access to the Physical Environment**

Oak Hill is a split site school. The main building entrance at the Junior base has level access and a push button automatic door. The entrance to the Infant base building does not have level access. All other doors are low level steps. The school corridors are a minimum of 1.2 m wide and unobstructed. Internal doors can be held open. There is a disabled toilet in the Junior base building which meets the requirements of current staff/pupils.

Internal signage meets BS: The fire alarm is a ringing bell (no pager or flashing lights available) automatic fire detection system with call points located at appropriate places around the building (i.e. all exit points). Visitors to the school are normally accompanied if they do not attend regularly and the member of staff accompanying the visitor is responsible to ensure they leave the building or (access a refuge area to await evacuation. A Personal Evacuation Plan should be completed for all pupils, staff and visitors who require one and the findings communicated)

Item	Target	Strategies	Timescale	Responsibility	Success criteria
1	All access points to the school accessible	If required use of temporary ramping	Ongoing	Head teacher	All areas are accessible to all.
2	Regular review of needs for current pupils	Reviews of My Plan/ Educational Health Care Plan (EHCP)	Termly (or when a new pupil is expected)	Class teachers/ SENDco	All pupils are able to access areas required for learning.

			whose needs are not currently met)		
3	Upgrades to fire alarm so that it is visual and auditory where it is anticipated that someone with impaired hearing may be in relative isolation where no other suitable method of alerting them	Consideration when repair/maintenance of existing detector heads to be both visual and auditory (guidance for design and selection of fire alarm warning for people with impaired hearing, clause 18 BS 5839-1:2002)	Annually	Headteacher	An anticipatory compliant alarm system to cater for any pupil (or visitor) to the school.
4	Personal evacuation plans completed for students who are identified as requiring one	Liaise with parents/school nurses and other healthcare staff to identify needs and put in place appropriate evacuation arrangements	As required	SENDco	All pupils who require a PEEP, have an up to date and properly communicated PEEP which has been practised to ensure it can be implemented successfully.
5	Learning areas accessible for pupils	Regular review of layout of classroom to ensure meets the needs of the children using the space at the time including the computer room (e.g. any child who can't sit on a stool has access to a low level computer within the ICT suite). We would swap Years 3+4 and 5+6 classrooms around if it prevented a child	Class teachers		Children are not excluded from learning opportunities because they cannot access around the classroom or equipment

		from being in their peer group.		
6	Car parking should allow for easy access to school for any disabled pupils.	A space will be marked and used solely for disabled pupils and their transportation at both sites as required.		Children can safely access the school site from their transportation.

Table 2 – Access to the curriculum

As part of these activities the school will continue to seek and follow the advice of the LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professions from the local NHS Trusts.

Item	Target	Strategies	Timescale	Responsibility	Success criteria
1.	To establish and maintain close liaison with parents	Parent of children with a My Plan are invited to review it with the class teacher and/or SENDco termly	Termly	Class teacher/ SENDco	Parents of children with special education needs feel involved in supporting their child
2.	To establish and maintain close liaison with outside agencies for pupils with additional needs	Time allowed for SENDco and other staff to attend network opportunities Time allowed for staff to attend relevant meetings for the pupils they are teaching	Ongoing	SENDco/Headteacher	All relevant staff have been able to attend relevant networking meetings for their role Teaching staff are able to attend meetings such as EHCP/TAF/S</OT to enable them to better meet the needs of a pupil

3.	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	Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school.	Ongoing	Class teacher/ EVC/ Headteacher	All pupils are accessing and experiencing the opportunities available.
4.	To include pupils with a disability, medical condition or other access needs as fully as possible in extra-curricular provision	Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school.	Ongoing	Class teacher/ Headteacher	All pupils are accessing and experiencing the opportunities available.
5	To regularly review the curriculum and teaching plans to ensure children have access to all parts	This is covered under the Teaching for Learning Policy and Curriculum Policy	Termly on a curriculum review cycle	Class teacher/ Team Leaders	Any review that has happened meets the needs of the current cohort of children.
6	Ensure there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs	Annual training cycle that includes SEND and specific training as identified.	Ongoing	SENDco / Headteacher	There has been access to learning opportunities for staff who are designing curriculum areas, where pupils at the school have an identified need. The learning from these opportunities is shared with colleagues to promote awareness for all relevant staff.
7	Ensure pupils needs' can be met using IT equipment or other resources following identification when required.	Use referral to Children & Adolescent Mental Health Services (CAMHS), Occupational Therapy, Speech and Language Therapy, Behavioural Therapy, Ed.Psychology Therapy, Paediatrics service and their recommendations.	Ongoing	SENDco / IT technician	Children have timely access to relevant, supportive and cost effective equipment to meet their needs.

Table 3 Access to Information

As part of these activities the school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested

Item	Target	Strategies	Timescale	Responsibility	Success criteria
1	Provision of written material to pupils to meet their needs	Use of coloured paper/text size/visual timetables	Ongoing	Class teacher	Pupils always have access to written material which meets their needs at the appropriate time
2	Review documentation on website to check accessibility for parents with English as an additional language/ disability in order to support their child(rens) learning	Review of the website	Ongoing	Head Teacher	Website reviewed and updated as necessary to be accessible

This policy is subject to change, should it be required to meet the needs of the children, staff, parents, governors or community of Oak Hill Church of England Primary School.

To be reviewed Nov 2023