

Accessibility plan

Oak Hill CE Primary School



'Jesus said, 'I have come that you may have life in all its fullness'

(John 10:10)

FAITH – VALUES – ACTION

Approved by: FGB **Date:** 28 June 2023

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Signed by:  Victoria Leather, Chair of Governors

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Oak Hill C of E Primary School is an inclusive school that values all of its children and is committed to ensuring that all children reach their potential. All children are actively encouraged to be involved in the wider school community including extra-curricular activities.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including; pupils, staff and the Governing Body.

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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 PRACTICE	GOOD	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 an adapted curriculum for all pupils ● We use resources tailored to the needs of pupils who require support to access the curriculum ● Curriculum resources include examples of people with disabilities ● 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 make sure it meets the needs of all pupils 		<p>To establish and maintain close liaison with parents</p>	<p>Parent of children with a My Plan are invited to review it with the class teacher and/or SENDco termly</p>	<p>Class teacher/ SENDco</p>	<p>Termly</p>	<p>Parents of children with special education needs feel involved in supporting their child</p>

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> <li data-bbox="501 357 517 368">• 		<p data-bbox="831 357 1048 600">To establish and maintain close liaison with outside agencies for pupils with additional needs</p>	<p data-bbox="1077 357 1317 775">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</p>	SENDco/Headteacher	Ongoing	<p data-bbox="1845 357 2078 906">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&LT/OT to enable them to better meet the needs of a pupil</p>

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	<ul style="list-style-type: none"> <li data-bbox="501 357 517 368">• 		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.	Class teacher/ EVC/ Headteacher	Ongoing	All pupils are accessing and experiencing the opportunities available.
	<ul style="list-style-type: none"> <li data-bbox="501 850 517 861">• 		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.	Class teacher/ Headteacher	Ongoing	All pupils are accessing and experiencing the opportunities available.

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	<ul style="list-style-type: none"> <li data-bbox="501 357 517 368">• 		To regularly review the curriculum and teaching plans to ensure children have access to all parts	See work under subject action plans and SDPs	Class teacher/ Subject Co-ordinators and HT	Whole Curriculum Audit completed 22-23, Hidden Figures focus for 23-24	Any review that has happened meets the needs of the current cohort of children.

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	<ul style="list-style-type: none"> <li data-bbox="501 357 517 368">• 		<p data-bbox="831 357 1039 687">Ensure pupils' needs can be met using IT equipment or other resources following identification when required.</p>	<p data-bbox="1077 357 1317 1031">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.</p>	<p data-bbox="1357 357 1559 427">SENDco / HT/ IT support team</p>	<p data-bbox="1653 357 1765 384">Ongoing</p>	<p data-bbox="1845 357 2092 639">Children have timely access to relevant, supportive and cost effective equipment to meet their needs.</p>

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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required and as much as is possible. School is limited by an upstairs classroom, only accessible by stairs. This includes: <ul style="list-style-type: none"> • Some ramps • Disabled parking bays • Disabled toilets • Library shelves at wheelchair-accessible height 		All access points to the school accessible	If required use of temporary ramping	Head teacher	Ongoing	All areas are accessible to all.
			Regular review of needs for current pupils	Reviews of My Plan/ Educational Health Care Plan (EHCP)	Class teachers/ SENDco	Termly (or when a new pupil is expected whose needs are not currently met)	All pupils are able to access areas required for learning.

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			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)	Headteacher	End of Summer 23	An anticipatory compliant alarm system to cater for any pupil (or visitor) to the school.
			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	SENDco	As required	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.

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			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. Potential to swap Years 3+4 and 5+6 classrooms around if it prevented a child from being in their peer group.	Class teachers	As applicable, yearly.	Children are not excluded from learning opportunities because they cannot access around the classroom or equipment
			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. Parents with disabilities are already granted access to the staff car park.	HT	As applicable	Children can safely access the school site from their transportation

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Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> ● Internal signage ● Large print resources ● Induction loops ● Pictorial or symbolic representations 		Provision of written material to pupils to meet their needs	Use of coloured paper/text size/visual timetables	Class teacher SENDCo	Ongoing	Pupils always have access to written material which meets their needs at the appropriate time
			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 and creation of new improved website.	Head Teacher/A Leather	Summer 23	Website restructured and new website created and updated as necessary to be accessible

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Governing Body and the Headteacher.

It will be approved by the full Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy