



# Oakley Cross Primary School

*"We believe in respect and success for all"*

## Accessibility Plan

Date of policy: September 2019

Review date: September 2021

### Our School Values

We want to instil in our children the core values of:

- Respect
- Resilience
- Confidence
- Kindness
- Tolerance

These values support the way in which all members of our school community can live and work together in a supportive way. They support our school aims.

### School Aims (written by staff)

**Article 3:** The best interests of the child must be top a priority in all things that affect children.

At Oakley Cross we aim to provide a high quality curriculum, underpinned by strong teaching and learning and encourage every child to:

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- **R**espect themselves, others and the environment
- **E**xpress their needs and feelings and recognise the needs of those around them
- **S**ucceed and reach their full potential by developing a positive work ethic and through high expectation and aspiration
- **P**ersevere when challenged, demonstrating resilience
- **E**nrich their lives through learning and seizing every opportunity to try new experiences
- **C**ontribute fully to school life and the wider community by developing confidence, self-esteem and independence
- **T**olerate others, embrace and celebrate difference and resolve problems appropriately

### **School Aims (Written by students)**

Article 13: Every child must be free to say what they think.

The children of Oakley Cross expect the following aims to be supported by all Duty Bearers.

- **R**espect our right to be safe
- **E**veryone has the right to an education
- **S**pend time listening to children
- **P**rotect our environment so it is clean and safe
- **E**xercise is key for a healthy body and mind
- **C**are for us like a family
- **T**rain all new Duty Bearers

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## **Purpose of the Plan**

The purpose of this plan is to show how Oakley Cross Primary School & Nursery Unit intends, over time, to increase the accessibility of our school for disabled pupils.

## **Definition of Disability**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

## **Legal Background**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

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

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## The School's Context

We are a maintained Primary School and Nursery Unit for children between the ages of 2 years and 11 years old. The school comprises of one main school building and a detached classroom currently used by Year 5 and 6 children. We have a large school field and playground area, including a MUGA. The majority of the building is on one level and could be accessed by a wheelchair user.

## The Current Range of Disabilities within Oakley Cross Primary School

The school has children with a limited range of disabilities which include Visual Impairment, Autistic Spectrum Disorder, ADHD and medical conditions with related susceptibility to infections. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

Some children have allergies or food intolerances/cultural food choices.

All medical information is collated and available to staff, via the medical file located in the main school office.

We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

<b>Improvements to the physical environment of schools to increase access to education</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Monitoring</b>
<b>Physical Environment</b>				
Ensure that all areas of school building and grounds	SEN staff to audit accessibility of school	Any modifications needed will be made to the school	<u>Short Term</u> Accessibility Audit to be	Caretaker and Headteacher to oversee works

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are accessible for all children and adults and to continue to improve the access of the physical environment for all.	buildings and grounds. Governors buildings Committee to check accessibility and then produce an Action Plan based on the findings.	building and grounds that are needed to facilitate ease of access for all.	completed by July 2019 <u>Medium Term</u> March 2020 <u>Long Term</u> To be reviewed annually	
Ensure any proposed 'new build' project is physically accessible for everyone.	Caretaker appointed will ensure compliance with building regulations regarding accessibility.	Any new construction will be fully accessible.	<u>Long Term</u> Until any new construction begins.	

<b>Increased access to the curriculum for disabled children</b>				
<b>Objectives</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Monitoring</b>
Continue training for teachers and support staff on different aspects of SEN including differentiation when required.	Review the needs of children with specific issues, provide all relevant training.	All staff are trained and confident with issues linked accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process, and that needs and expertise will change with time.	On going.	SLT to monitor planning $\frac{1}{2}$ termly and provision through on going cycle of lesson observations. CIPs to be completed and monitored half termly.
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	On going.	EVC to monitor all visits. Risk assessments to be completed.

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Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases, for e.g. easels, magnifiers.	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils.	Reviewed annually. On going.	Goveronors to complete health and safety walk
Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.	SENco / Assistant SENco will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.	On going.	
Children with dyslexia	Overlays provided Whiteboard - staff change background colour.	Children not disadvantaged.	On going.	
School equal opportunities policy meets the needs of all pupils.	Continued development of a range of equality Strategies inviloving multi agency	Wide range of support.	Reviewd annually	SLT to monitor.

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Provision of info for disabled pupils				
Objectives	Strategies	Outcome	Timeframe	Monitoring
<b>Written / Other information</b>				
Make available school brochures, school newsletters and other information for parents / carers in alternative formats. Availability of other written material in alternative formats also.	Review all current school publications and promote the availability in different formats for those that require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	On going  Specialised test papers to be orderd for those with visual needs	SLT to monitor and review.
To continue improving communication for any hearing impaired member of the school community.	Access advice from LA.	Pupils and parents and visitor who are hearing impaired will be better able to access verbal information.	Reviw annually.	SENCO to monitor with parents through termly meetings

To promote equality and inclusion				
Targets	Strategies	Outcome	Timeframe	Goals achieved
<b>Equality, Inclusion and Objectives</b>				
Accessibility Plan and	Clerk to Governors to add	Adherence to current	Annually.	

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equality Statement becomes an annual agenda item at Governors meetings.	to list of required publication details.	legislation.		
Review Inclusion and Equal Opportunities for recorded evidence of how staff provide access in all areas to all pupils.	Review policies with staff and governors.	Policies reflect adherence to current legislation.	<u>Short Term</u> April 2019 <u>Long Term</u> Annual review.	

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