

Oakham Primary School

Accessibility Plan



Approved by Governors on:

16/03/26

Signature of Chair of Governors:

V. Hayes

Lead Personnel:

N Skett

Date to be reviewed:

16/03/29

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (July 2014)
- SEN and Disability Act 2001
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- SEND Policy

Introduction

The School's duties around accessibility for Disabled pupils

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and prepare and publish a Disability Equality Scheme to show how they will meet these duties.
- Not to treat disabled pupils less favourably for reasons related to their disability.

- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- 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.
- Increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- 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 and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan. This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Oakham Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state:

Oakham Primary School aims:

- to provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally to secure an inclusive learning environment and to support individual pupils

i) with special educational needs

ii) with disabilities at Oakham Primary School:

- We do not discriminate against any disabled person or treat disabled pupils less favourably for a reason related to their disability.
- We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage and encourage all pupils to take part in the wider life of the school. .
- We will plan to increase access to education for disabled pupils.
- We do not allow any form of harassment of people with a disability.
- We will promote positive attitudes towards anyone living with a disability.

The purpose of Oakham Primary School's Accessibility Action Plan (AAP) is to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

It is the responsibility of the whole Oakham Primary School community to implement this scheme in a manner which promotes the inclusive ethos of our school.

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

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:

- Not to treat disabled 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 considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation
- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment.
- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENDCO & Inclusion Manager leads the Statutory Assessment Process, ensuring additional resources are available where appropriate. The school Pastoral Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- CCAT Team

Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Oakham Primary School.

Impact assessment

Each policy will be reviewed by the SENDCo and Governing body on a 3-year cycle. The Governing Body will review the Action Plan annually during the Summer Term. We will measure the impact of any changes or initiatives on the quality of school life in its widest sense. The action plan will be evaluated and updated annually.

Accessing the school's plan

The plan will be available on the school website and hard copies produced on request at the school office in a variety of formats including coloured paper and larger font sizes.

Information Gathering

Information is gathered as part of the school's self-evaluation process and Assessment for Learning Strategies and is used to inform future plans and schemes. Views have been considered from a variety of stakeholders to ensure that the school environment is welcoming for all.

Where adjustments need to be made, we have consulted those who have an understanding of different disabilities and the barriers they present. Those consulted in the development of our AAP include:

- Pupils
- Parents
- Staff
- Partnerships with external agencies

Appendix 1

Access to the Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p>To be aware of the access needs of disabled children, staff, governors and parents, carers</p> <p>Ensure the school staff & governors are aware of access issues</p>	a) to create PEEPS plans for individual disabled children as part of the IEP process.	As required	SENDCO/ Inclusion Manager	Appropriate development & learning targets are in place for disabled pupils, and all staff are aware of pupils' needs.
	b) to ensure staff and governors can access areas of school used for meetings	Review annually	Headteacher	All staff & governors are confident that their needs are met.
	c) Annual Parent/Carer Questionnaire to gain views	Ongoing process	Headteacher	Continuously monitored to ensure any new needs arising are met.
	d) SEND Gov visits /meetings with SENDCO & Inclusion Manager	Termly		Parents have full access to all areas of school.
<p>Ensure everyone has access to reception area</p>	a) ensure that nothing is preventing wheelchair access	Daily check to ensure the area in clear of obstructions	Site Supervisor / Health & Safety Committee/ HT	Disabled parents / carers / visitors feel welcome.

Ensure all disabled people can be safely evacuated	<p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation</p> <p>c) If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps extension classrooms only classrooms</p>	<p>Review annually</p> <p>Review annually</p>	<p>SENDCO/Inclusion Manager & Site Manager</p> <p>SENCo/Site Manager</p> <p>Review use of emergency sledge in case of fire. SLT Fire Marshalls</p>	<p>All SEND pupils and staff working with them are safe in the event of a fire. 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>
Ensure there are enough fire exits around school that are suitable for people with a disability	<p>Ensure staff are aware of need to keep fire exits clear.</p>	<p>Daily checks</p>	<p>Site manager & reports incidents to Head Teacher</p>	<p>All disabled personnel and pupils have safe independent exits from school</p>

Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings Inclusion Support SAP Training Plan	Ongoing	SENDCO / Inclusion Manager	Raised confidence of support staff
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Share information with all staff involved with each child (Transition Matrix) Share information with all agencies involved with each child	Review annually	SENCO/Inclusion Manager	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	EVC / SENCO/Inclusion Manager	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Review annually	SENDCO & PE Lead/Sports Coach	All pupils have access to PE and are able to excel. Child's T.A. will be there all the time
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Review annually	SENDCO & SLT	Gradual introduction of disability issues into all curriculum areas
Ensure disabled	Discuss with Out of school Club	As required	SENCO	Disabled children feel

children can take part equally in lunchtime and after school activities	staff, and people running other clubs after school. Support would have to be available – especially after school.			able to participate equally in out of school activities.
Implement new PSHE scheme in Years R-6	Children will access an up-to-date, relevant PHSE curriculum	PSHE Lead		
Embed mathematics interventions in R-6	SEND children to make progress due to up-to-date, well-resourced appropriate scheme	SENDCo		
Embed writing interventions for SEND pupils	Up-to-date research based interventions to be trialled to improve all aspects of writing curriculum for SEND pupils	SENDCo		

Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages	Plans for a welcome sign in reception – Communicate in Print symbols to support ASD.	Review annually	SENDCO/Inclusion Manager	ALL People feel they are welcome in school & signage supports needs