



OAKTHORPE PRIMARY SCHOOL ACCESSIBILITY PLAN 2020 – 2024

Aims

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. The Act includes the requirement for schools and Local Authorities to carry out accessibility planning for disabled pupils and we believe that this accessibility policy is compliant with current legislation.

This plan is designed to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take advantage of education and school facilities and services
- Improve the availability of accessible information to disabled pupils
- Ensure disabled children or families are not at substantial disadvantage

We recognise that this accessibility plan must be adequately resourced, implemented and reviewed regularly.

At Oakthorpe Primary School we strive for excellence. We want all our children to:

- Participate wholly in their community
- Be prepared for life after school
- Be confident individuals and responsible citizens.

We aim to help children achieve this by:

- Joint working with parents
- Being positive
- Celebrating / involving children in everything
- Providing an ethos of trust and support
- Having high standards and expectations
- Taking a creative and personal approach

Our overriding priority is to ensure that we give all children the opportunity to succeed and enjoy learning.

All children need to feel safe, happy and valued at school in order to learn, progress and develop their well-being. Relationships are the key to the success of inclusion. Our staff are committed to ensuring the above and work closely together with parents and professionals to ensure the best outcomes for our children.

Oakthorpe Primary School is a happy and welcoming environment.

We are committed to:

- Prioritising resources to enable all pupils to access the curriculum
- Training all staff to enable them to be effective in the education of young people with disabilities
- Working with other schools and the community
- This plan links closely with other policies

Baseline Audit

The following are in place to support learners with disabilities:

Curriculum

- Information obtained on future pupils to facilitate advanced planning – includes pupils entering the Foundation stage.
- Class teachers consider ways to enable all pupils to feel secure and make progress making adaptations to the curriculum
- Established procedures for the identification and support of pupils with Special Educational Needs.
- Detailed pupil information on SEN pupils given to relevant staff.
- Termly whole school pupil progress meetings with all staff, and with information shared and discussed with SENCo and Head teacher.
- Pupils and parents involved in target setting and reviews of LSPs or Individual Provision Maps
- Routes to liaison with and support for staff and parents from external agencies (Educational Psychologist., CAMHS, SWERRL, Speech and Language Therapist, EWO, Physiotherapist, OT, Russet House outreach service EASA, Hearing Impaired Service and Visually Impaired Service).
- Speech and Language groups run by ELKLAN trained staff
- Whole school staff training from ECASS
- Reception and Year 1 Language and Social Skills groups
- Tiger team sessions for coordination development.
- SEN Friendly Classrooms with visual timetables
- Communication in print and Makaton signed environment in Reception.
- Ability to request specialist resources to support specific needs e.g. adapted chairs, writing slopes, pencil grips, coloured paper and overlays, ICT curriculum access resources, IPADS for specific children including SEN APS, My choice app, Widget, sensory materials, and where needed workstations in class.
- Little Oaks Additional Resourced Provision opened in September 2023
- Experience with using specialist resources for Visually Impaired children (large print reading books, braille books and signs, and 1 member of staff trained to teach Braille)
- Radio aid experienced teachers and LSAs. Child will need to bring radio aid
- Specialist arrangements for assessments i.e. KS2 SATS (extra time applied for, use of amanuensis, large print papers).
- Learning Support Assistants and Teaching Assistants deployed to implement specific literacy, numeracy and speech & language programs.
- Risk assessments are carried out for all school trips.
- Individual risk assessments are put in place for pupils with a high level of need.
- Toilet training and Intimate Care Policy in place for which staff are trained.
- Communication passports.
- Peg feeding experience if required

Physical Environment:

- Each playground is accessible for wheelchairs
- Ramps allow wheelchair access from playgrounds into KS2, KS1 and halls
- Disabled toilet at KS1 end of school
- Shower room with provision for nappy changing.
- Small group areas - 'crannies' - for quiet times, small group or 1:1 work
- Corridor lighting to support visual impairment
- 2 classes per year group have visually impaired suitable lighting
- Children's coat pegs designed for safety for visual impaired child
- Experience with Sound-field hearing support system

The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Other facilities / provision, including access to information

- Can do ethos and positive approach.
- Open door policy
- The school has Asthma Friendly status
- Health care plans
- All staff are Auto Immune Injector trained (epipen or other)
- Specific staff are diabetes trained
- Specific staff are peg feeding trained
- Teaching staff experienced and trained to support children with Autism
- Speech and Language Lead/Specialist SEN teacher are available to join thinking with class teacher and LSA to personalise learning for children
- Staff training by SENCo and SEN team teacher, includes training for trainee teachers and support staff
- Membership of Enfield EASA (Autism) and email communication information
- Referral to Cheviots joint service for disabled children.
- Enfield Young Carer's counselling subject to referral and availability.
- Parent support advisor meets with parents
- Letters available at request in large print.
- Inclusion Team and parents' disability working party/Parents coffee mornings half termly.
- Communication groups.
- Audit of environment
- Bi annual disability survey Parents/staff and children
- Pupil safeguarding survey modified to be accessible to children with SEND with Talking Mats
- My Me team working with parents to support them (My Young Minds Enfield)

Provision of information to pupils with a disability:

This is currently provided by review meetings, parent's evenings and meetings with external agencies as required. Information from external agencies will be discussed and they are encouraged to attend meetings with parents. The school has an open door policy and parents may contact the school at any time if they feel they need advice or additional information.

Parents of children with Education Health and Care Plans/Special Educational Need due to start Oakthorpe are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting at school. These pupils may be visited in the pre-school setting and/or the home by school staff.

It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is respected and planned for.

During the academic years 2020 – 2024 we intend to:

Increase access for disabled pupils to the curriculum by:

- Expanding our knowledge of supporting children with Autism, particularly considering the needs of autistic girls. Widen our experience of supporting children fed by the Peg/ children with epilepsy or diabetes to ensure communication / health barriers are further reduced and continuously monitored. This will also enable increased participation in the curriculum.

Improve access to the physical environment by:

- Renewing the yellow painted lines in our external areas
- Build upon commitment to outdoor learning
- Ensure the physical environment facilitates diabetes care/peg feeding with smooth transition
- /access to all areas

- Improve the delivery of written information by updating the school website
- The Signposting alternative ways to request information in Reception area (sign in large print)

Monitoring and Evaluation through:

- Evaluation of Focus parent and staff groups/feedback and children's safeguarding and well-being survey
- Analysis of progress and attainment data
- Governing body discussions and feedback
- Feedback from parents and health professionals regarding specific children
- Annual Inclusion Quality Mark Flagship assessment and reaccreditation
- SIP and self-evaluation scrutiny
- Monitoring policy activities
- External audits

Activities

Strand 1

Increasing access for disabled pupils to the curriculum

- Working closely with parents and pupils to identify barriers to learning.
- Providing information/access to resources for new staff re inclusive practice in classroom organisation, teaching and learning strategies
- Scrutinising progress and attainment data for pupils with SEN and Disabilities and addressing any barriers in a timely manner.
- Carrying out discussions with staff e.g.' PE coaches/ RE to review patterns of participation across the curriculum.
- Analysing extended school provision to ensure participation for children with SEND.
- Reviewing planning and delivery approaches to the curriculum including consulting and involving pupils, flexible groupings, peer support and mentoring
- Ensuring that all staff are provided with training on how to support children with SEND.

Strand 2

Improving access to the physical environment

- Prioritising resources to reduce barriers and increase inclusion
- Supporting the bidding for funds to remove barriers
- Highlighting accessibility to staff purchasing decisions and refurbishment
- Developing physical aids to access the curriculum, e.g. enlarged computer screens, enlargement facilities, specialist seating, peg feeding, sleeping arrangements.
- Working with parents with disabled children to ensure that there is a partnership approach to learning e.g. focus groups, coffee mornings and join working practices such as Team around the family (TAF)
- Partnership working with all partners
- Repainting yellow lines in all outdoor areas and ensuring VI lighting remains clear

Strand 3

Improving the delivery of written information to disabled pupils

- Keeping profile high with staff re providing information pictorially and orally
- Audit teaching materials, text books and other information in alternative formats
- Talking to pupils with SEND to ensure coverage of their preferred formats/what helps/what doesn't
- Working closely with parents to identify gaps and /or misconceptions
- The SEND Governor and SENCO will update the audit of accessibility annually, and keep it under review through monitoring and evaluation cycle.

NB Please see Accessibility plan below for personnel with responsibilities for each activity and the proposed timescales.

Reviewed January 2024

ACCESSIBILITY PLAN	INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM
STRAND 1	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
Continue to develop Staff knowledge of strategies to support children with Autism	Staff training – Autism SALT Access EASA support Transition meetings Redirect staff	SENCO All staff	Communication / health barriers to be reduced. Children access the curriculum Children smooth transition and good progress. Parent’s confidence increases. Focus groups/survey and parent questionnaires.	2020-2024
Staff to be trained in peg feeding. Minimise disruption to attendance and learning. Staff to be confident supporting ‘Food first’ dietary approach alongside peg feeding.	Reception training – Home care nurse Transition meetings Allocate staff Set up provision	Parents EYFS staff Home care nurses	Communication / health barriers to be reduced. Children access the curriculum and EY areas. Children smooth transition. Parent’s confidence increases. Disability survey and parent questionnaires.	2020 achieved Keep under review Action on hold as pupils in school currently needing peg feeding
Increase whole staff training/awareness of supporting children with epilepsy or diabetes.	Training Health care Plan After school provision communication	Parents All staff School nurse	Communication / health barriers to be reduced. Children access the curriculum and make progress. Parent’s confidence increases. Focus groups/survey and parent questionnaires.	2021-2024 Continued training of staff. Additional welfare officer attended training
Achieve the ELKLAN Level 4 Communication friendly schools accreditation.	Seminars to staff Audit evaluation Two more staff trained to level 3 (total of 6 staff then)	All staff. SENCO and ELKLAN teacher lead	School is communication friendly. Provision for pupils with communication needs is part of school life and leads to improved outcomes for children.	Achieved Keep principles under review

ACCESSIBILITY PLAN	IMPROVING THE PHYSICAL ENVIRONMENT
STRAND 2	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
All outdoor areas to have yellow edges repainted.	Site manager to survey area and refresh every year where necessary.	Site manager	Edges are visible. Children and adults are safe.	2022 re new playgrounds
Ensure new pupils with health care needs/disabilities have entry plans to enable smooth and safe transition to school.	Home school liaison. Professional working. Health care plans.	School nurse/home care nurses Parents Pupils Staff	Children with disabilities access all school provision and make good progress.	2020 achieved New Welfare Assistant: update training
Class rules are pictorial and co-produced with children.	ELKLAN training	All staff	Children understand, follow and can describe the rules of the classroom.	2020 achieved. 2022 refresh awareness 2023/4 ongoing to maintain good practice
To provide information to visitors/parents near intercom of the alternative entry to school for disabled/wheelchair users when green gates are closed.	Select best method Install monitor	SLT	Visitors to school with mobility difficulties can access school on entry when green gates are closed.	2022 refresh

ACCESSIBILITY PLAN	IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS
STRAND 3	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
Signposting to parents alternative ways to request information in Reception	Signs in Reception area (sign in large print and with symbols)	SENCo	Parents are aware and can access information.	202 refresh
To develop a whole school communication policy	ELKLAN sessions Parent and pupil consultation	SENCo Parents Pupils	Whole school communication policy known and used by all. Good outcomes for children.	2020 achieved
To ensure that class teachers have up to date information to provide the best possible environment to ensure curriculum access and maximize progress for pupils with SEND	Staff consultation and training Advice from professionals (HEP/Enfield SEN/SLT/EP/E ASA/MHST) Action plan from above i	All school	Continuity for children of good practice and individual needs met. Good learning and well-being outcomes for children.	2020 – 2024 Transition meetings held on an annual basis Staff are updated following induction of new pupils
Carry out environment audit every year.	Audit available Checklist available to staff very July Review in light of new needs/ anticipatory	SLT	Continuity for children of good practice and individual needs met. Good outcomes for children. New needs catered for. Smooth transitions.	2020 - 2024