

Accessibility plan

Oakthorpe Primary School



Approved by:	Governing Body	Date: Draft October 24
Last reviewed on:		
Next review due by:	October 26	

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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.

We are a diverse, happy and welcoming school situated at the south of the London Borough of Enfield in London.

We want our children to be happy at school and for learning to be both challenging and fun. Our experienced and highly motivated staff team work to ensure that every child has the opportunity to develop as a successful learner, confident individual and responsible citizen.

We believe that children should be encouraged to develop positive values towards themselves, each other, and the wider community of which they are part. We work together to create a school where positive behaviour is the norm, and all are treated with respect, understanding and care.

Our school aims to promote respect for difference and diversity in accordance with our values:

Our children, staff and governors, in consultation with parents, have agreed 22 values. One value is assigned to each month on a two-year cycle so that over a child's time at Oakthorpe, they will focus on each value three times.

We have identified 5 core values which relate to each of the others:

*respect

*creativity

*responsibility

*excellence

* confidence

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, parents, staff and governors of the school.

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 GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term 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 appropriate curriculum for all pupils which is reviewed to ensure it meets the needs of all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Whole school training delivered by ECASS with weekly multi agency input for the Specialist Resource Provision • Curriculum theme weeks and resources reference the achievements of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Progress is regularly tracked for all pupils, including those with disabilities and modification made. • We have an established SEN Team including an SEN teacher who supports class teachers with identifying and removing barriers to curriculum access. • Oakthorpe is a SRP for KS1 Autism and complex needs • Oakthorpe has a team of trained Support Staff who are trained to run specialist interventions matched to children's needs 	<p>For all pupils to maximize their potential, enjoy school and participate fully</p> <p>Curriculum resources include more examples of people with disabilities</p> <p>Training matched needs of children and impactful/evaluated by staff</p>	<p>Curriculum coordinators to update termly action plans to reflect access for children with disabilities and additional needs.</p> <p>SEN Team to circulate termly and purchase additional resources.</p> <p>SEN Team to monitor and evaluate use of resources and strategies across the school</p> <p>Sen team to continue termly pupil voice with children with SEND</p> <p>SEND Team to continue meeting with parents to evaluate impact of provision</p> <p>SRP to continue to access Enfield hub training and network meeting</p> <p>Curriculum coordinators to review their plans annually.</p>	<p>SLT</p> <p>Curriculum coordinators</p> <p>PSA</p> <p>SEND Team</p>	<p>February 25</p> <p>Ongoing termly</p> <p>January 25</p> <p>Ongoing termly</p> <p>February 25</p> <p>September 25</p> <p>Ongoing termly</p>	<p>Pupils achieve their potential, enjoy school and participate fully in Oakthorpe life</p> <p>All staff feel confident to support children in their class with disabilities to access the curriculum</p> <p>Training reflects current school needs</p> <p>EHCP/annual reviews outcomes are met</p>

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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Entry to corridor main school is via ramp to playground and through hall door • The school is all on one level except ICT suite and toilets. There are staff rooms and toilets on ground floor • Children needing access to lane with disabilities are allocated parking permits • Many children in SRP have assisted transport • The school has a ground floor disabled toilet and changing facilities • Most resources e.g. Library shelves at wheelchair-accessible height • Most classes have visual impairment coat pegs • Some classes have visual impairment lighting • Playground has been remodeled to zones and equipment purchased 	<p>School environment is accessible for children with disabilities</p> <p>Maximise children's attainment, progress and well being</p>	<p>Ensure remodeling of the school/locating of furniture considers disability access</p> <p>Improve quality of lighting including natural light in the remodeling of the school</p> <p>Keep evaluating safety audits for disability access and barriers</p> <p>Ensure adequate seating in playgrounds and quiet/sensory zones are available</p> <p>Continue lunch club where needed to provide quiet/safe/sensory spaces as alternative to busy playground</p> <p>Ensure children can 'relax' outside as they want including space for playground alternative activities</p>	<p>SLT</p> <p>All staff aware</p>	<p>July 26</p> <p>Ongoing termly all</p>	<p>Environment inside and out is accessible for children with a range of disabilities</p> <p>All children actively engage with equipment and spaces created</p> <p>Risk assessments are acted upon and safety audits are responsive to remove identified barriers</p>

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal and external simple signage • Sloping boards and stands • Workstations • Music and movement/interest led • Pictorial or symbolic representations • Talking Mats • Coloured overlays • Visual timetables in all classes • Zones of regulation posters in all classes • Child line posters in all classes • ECASS training whole school-professional recommendations implemented • Large print resources as required 	<p>To provide consistency across the school in use of key strategies, resources and language to support delivery of information</p>	<p>To widen testing with coloured overlays and dyslexia resources</p> <p>To standardize visual timetable and zones of regulation language across the school</p> <p>To timetable mainstream opportunities for children in SRP and increase independent access to curriculum experiences with peers</p> <p>Monitor, embed and evaluate above</p>	<p>SEN Team</p> <p>SLT All staff</p> <p>SRP staff and class teachers</p>	<p>July 25</p> <p>January 25</p> <p>December 25</p> <p>Termly ongoing</p>	<p>Whole school consistent use of key strategies, resources and language</p> <p>SRP increased access to mainstream opportunities</p> <p>July 25 Pupil voice shows children understand the above</p>

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/ headteacher and staff.

It will be approved by the governing body, headteacher and staff

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