

Accessibility plan



Charlton-on-Otmoor C.E. Primary School

Approved by:	Jo Stocks and Emma Wykes	Date: October 2018
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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

Charlton-on-Otmoor C of E Primary School strives to be an inclusive school, engendering a sense of community and belonging through its

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

Charlton-on-Otmoor C of E Primary School acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy.

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.

The first, critical step in developing an Accessibility Plan is for the whole school community to work through a process so that there is a clear and shared understanding of what inclusion means and looks like to everyone. Oxfordshire School Inclusion Team (OXSiT) has developed a PowerPoint about Accessibility Planning which is used for staff meetings, as well as a simple toolkit to support people's understanding of 'What inclusion looks like in our school'. As a school we work through this process as part of our accessibility planning. The value of any Accessibility Plan is undermined if there is not a whole school community understanding of inclusion.

A range of directorate staff is available to deliver training and to provide advice and support to schools. There are specialist courses for staff and governors. Further advice and guidance on drawing up an Accessibility Plan is also available on the Teachernet website.

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

We have included a range of stakeholders in the development of this accessibility plan, including 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	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>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<ul style="list-style-type: none"> • To identify all pupils who may need additional or different provision • To increase skills and confidence of all staff in differentiating the curriculum 	<ul style="list-style-type: none"> • Liaise with nursery providers, Early Years Special Needs Intervention Teacher and parents about needs of children in Nursery and Reception intake. • Ensure appropriate induction takes place for new staff that identifies individual training needs • Regular staff meetings to focus on an area of CPD related to SEN categories. • Annual cycle of TA professional development based on identified training needs. 	<p>SENCo, Headteacher and staff</p>	<p>September 2019</p>	<ul style="list-style-type: none"> • Transition arrangements are set up before a September start. Additional visits are made with parents and nursery staff to aid transition. Transitional learning takes place between nursery and school. • Lesson observation and monitoring cycle demonstrates improved skills and raised staff confidence using a range of strategies to support children's needs. Outside agency input. Increased pupil participation

						in lessons.
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Slopes • A lift • Corridor width • Disabled parking bay • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<ul style="list-style-type: none"> • To ensure that the physical environment remains attractive and engaging for all and visually stimulating for all children • To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities are considered • 	<p>The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking any future improvements.</p> <ul style="list-style-type: none"> • Consideration may include; improved access, lighting, colour schemes <p>Colourful, interactive displays in the classroom.</p> <ul style="list-style-type: none"> • Displays to be focussed on what it means to be a learner and how children can develop their learning <p>To create access plans for individual disabilities as required</p> <ul style="list-style-type: none"> • Be aware of staff, governors' and parents' access needs and meet as appropriate • Through question and discussions, find out the access needs of parents. 	SENCo, Headteacher and staff	September 2019	<ul style="list-style-type: none"> • To ensure that the school meets its statutory responsibilities and meets the needs of all staff, pupils and visitors to the school. • The access needs of children, staff and the wider school community are met.
Improve the delivery of information to	<i>Our school uses a range of communication methods to</i>	For all pupils to feel confident to fully disclosed information	To assure pupils, staff and parents of confidentiality when	SENCo, Headteacher and staff	September 2019	For children to answer positively when answering pupil

<p>pupils with a disability</p>	<p><i>ensure information is accessible.</i> <i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations</i> 	<p>with regard to their disabilities All pupils and staff are fully aware of the definition of disability and examples</p>	<p>disclosing information</p> <ul style="list-style-type: none"> • To ensure all disclosures about disabilities are handled sensitively through circle times, assemblies, and themed weeks within the new curriculum <p>Assembly plans consider on an It's Okay to be Different theme</p> <ul style="list-style-type: none"> • Include cross curricular work when links with National/International events occur, e.g. ParaOlympic Games. • Regular staff training as appropriate 			<p>questionnaires or through informal feedback. For children's thinking about what a disability is to be challenged. For children to understand how life is the same and different for somebody with a disability.</p>
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board and the headteacher.

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
- Supporting pupils with medical conditions policy

List any other linked policies that the school has here.

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				