





Accessibility Plan

Review date: March 2024

Next review: March 2025

Headteacher signed:

Date:

Chair of Governors signed:

Date:

Aims of the Accessibility Plan

This plan outlines how Oak CE (VC) Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Outcome	What	Who	When	Review
Through reasonable adaptations, ensure that written recording is accessible as possible for all pupils and where possible other forms of recording learning are developed and explored.	<ul style="list-style-type: none"> SEND resources to be provided where appropriate: grips, variety of pencils, writing slopes, laptop for speech recognition Class teacher and subject leaders to consider and plan for different ways of recording in their subject area, where appropriate Specific apps to support recording for individual pupils 	HT, SENDCO, subject leaders & class teachers	Summer 2024	Autumn 2024
Parents and carers have full information about what their children are learning and the best ways in which to help them.	<ul style="list-style-type: none"> Publish medium term plans on the website Publish Oak Curriculum Approaches on website VIP parents sessions to start in Knowledge organisers to be sent home 	Subject leads & class teachers	Spring 2023	Autumn 2024
Training for staff on increasing access to the curriculum for all pupils	<ul style="list-style-type: none"> Epi Pen training to be updated Training from Complex Communication Team linked to Zones of regulation CPD from National College Subject Specific vocabulary made accessible for all pupils Eklan training SEDCO in house support 	HT & SENDCO	Summer 2024	Spring 2025

Learning environments are used optimally to enhance pupils' learning and access to the curriculum	<ul style="list-style-type: none"> Class teachers and subject leads to review classroom layout, display and organisation to ensure all children can access and achieve with their learning. 	Class teachers	Summer 2024	Autumn 2024
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Planning duty 2: Physical environment

Outcome	What	Who	When	Review
Pupils with visual difficulties can access all areas of school ground safely	<ul style="list-style-type: none"> Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed For specific pupils risk assessments in place Staff to wear hi viz during social times to ensure all pupils can quickly identify adults 	SBM & Caretaker	Spring 2024	Termly
Toilets are fully compliant with HSE regulations and are accessible for pupils who	<ul style="list-style-type: none"> Consider lifecycle requirements from PFI contract Governors and School Business Manager to consider what funding streams may be available 	SBM & Governors	Autumn 2024	Spring 2025

All pupils can access spaces in school	<ul style="list-style-type: none"> Discussion with governors regarding a lift for small steps 	SBM, Governors	Summer 2024	Spring 2025
The school garden is accessible for all pupils	<ul style="list-style-type: none"> When garden is refurbished there will be consideration and planning given to ramp access and continuity of floor /groundworks 	SBM	Summer 2022	Autumn 2023

Planning duty 3: Information

Outcome	What	Who	When	Review
Pupils have access to curriculum information and all other school information in a format that meets their needs	<ul style="list-style-type: none"> Information for all stakeholders to be available in relevant formats where possible i.e. large print, home language, braille, pictorial or symbolic representations Support for all stakeholders who are NTE and require translation School to contact Kirklees, when appropriate for translation into other formats. 	SLT	Summer 2024	Spring 2025
All stakeholders can navigate school regardless of any disability	<ul style="list-style-type: none"> Signage around school is suitable for non-readers, is clear and well situated. 	SBM & HT	Autumn 2024	Spring 2025

Monitoring arrangements

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary. It will be approved by Local Governing Body. Our disabled pupils are all identified within our SEND register and SENDCo is Mr Rob Townsend. The designated school governor meets with the school SENDCo to monitor and evaluate school practice. All relevant school policies and action plans are reviewed annually. Parents and carers are actively encouraged to share any immediate concerns with school and a formal review of progress are shared each term and through an annual Parents' Survey.