



Accessibility plan

2017-2020

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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

At Oakfield, we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to providing an appropriate and high quality education to all our children. We believe that all children are entitled to a broad and balanced academic and social curriculum, which is accessible to them, and that they should be fully included in all aspects of school life. All pupils are equally valued in our school and we will strive to develop an environment where all children can flourish and feel safe.

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, this procedure sets out the process for raising these concerns.

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.

This policy complies with our funding agreement and articles of association.

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	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Appropriate differentiation is in place to ensure access to the curriculum for pupils with a disability</p> <p>Resources are tailored to the needs of pupils who require support to access the curriculum.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To hold accurate data with regards to the progress and attainment of pupils who are working below ARE</p> <p>To ensure that all staff receive appropriate training in supporting pupils with SEND</p> <p>To ensure that pupils with SEND are able to access all extra-curricular opportunities</p>	<p>To develop robust systems to assess and track the progress of those pupils who are working below ARE</p> <p>Ongoing monitoring of provision for pupils with SEND. Identification and provision of CPD</p> <p>Monitoring of extra-curricular provision to ensure that pupils with SEND are accessing opportunities.</p>	<p>Inclusion Manager Assessment Lead</p> <p>Inclusion manager</p> <p>Inclusion Manager</p>	<p>Summer 2018</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Pupils with SEND will make expected or better progress from their individual starting points.</p> <p>Participation in extra-curricular activities for pupils with SEND will match that of non-SEND pupils.</p>

Improve and maintain access to the physical environment	<p>The physical environment is adapted as follows:</p> <ul style="list-style-type: none"> • External ramps to front and rear of building • Showering/changing facility 	<p>To improve, wherever possible, accessibility to the building and grounds for pupils and adults.</p>	<p>Installation of steps to Resource Provision outdoor area.</p>	Headteacher	Spring 2018	There will be increased accessibility to the school premises
			<p>Installation of designated disabled parking bay</p>	Headteacher	Autumn 2018	
		<p>To ensure that all staff are aware of how to make their classroom environment physically accessible to pupils with SEND</p>	<p>Specialist support and advice as required</p>	Inclusion Manager	Ongoing	
Improve the delivery of information to pupils and parents/carers with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations • Makaton signing 	<p>To ensure that all members of the school community are able to access information</p>	<p>Provide information in alternative formats as required</p>	Headteacher Inclusion Manager	Ongoing	Information is accessible to all members of our school community.
		<p>To ensure that parents/carers with a disability are able to access parents' evening.</p>	<p>Provide information with regards to child's progress via telephone or offer home visit.</p>	Teaching staff	Ongoing	

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 Local Governing Body.

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

Heather Farrell

September 2017

Approved by LGB: March 2018

To be reviewed: September 2020

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	School is split-level with a separate nursery building. In main school, classrooms are on one level, which are accessible by an external ramp. The main hall and offices are located on the lower level, accessible by a ramp to the front door.	Not applicable	N/A	N/A
Corridor access				
Lifts	Not applicable	N/A	N/A	N/A
Parking bays	Car park is unmarked with the exception of an emergency bay	Car park requires a designated disabled parking bay by the main entrance	Headteacher	Autumn 2018
Entrances	Entrances to school via main entrance and playground are wheelchair accessible via ramp	N/A	N/A	N/A

Ramps	Ramps at both entrance points.		N/A	N/A
Toilets	Currently, the school does not have disabled access toilets for either adults or pupils	Explore possible options for the installation of accessible toilets for pupils and adults	Headteacher	
Reception area	Accessed via a ramp to the main entrance. Low level reception desk. Double width door access into reception and into main building.			
Internal signage				
Emergency escape routes	Emergency escape routes clearly signed.			