

OXFORD GARDENS PRIMARY SCHOOL

Accessibility Plan and Action Plan



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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.

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.

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 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	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>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability through termly Pupil Progress Meetings..</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Those children for whom the curriculum needs further differentiation or modification to be given support at SEN Support.</p>	<p>Those with more complex or long term needs to be supported through an EHCP.</p>	<p>Pastoral Deputy Head Teacher</p>	<p>Termly</p>	<p>Those children with provision set out in an EHCP to be in receipt of all provision outlined.</p>
<p>Improve and maintain access to the physical</p>	<p>The environment is adapted to the needs of pupils as required.</p>	<p>For all members of the school community to be able to access as much</p>	<p>Ensure ramps are in place for plays/learning celebrations/</p>	<p>Site Manager</p>	<p>As needed</p>	<p>Parents and member of the school community who use</p>

environment	<p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Disabled toilets and changing facilities 	of the school environment as possible.	<p>assemblies</p> <p>Consider moving parent consultations to ground floor level to enable access for wheelchair users.</p> <p>Asking visitors if a parking space is needed prior to their arrival.</p>	Pastoral Deputy Head Teacher		wheelchairs are able to access the school for school events along with other parents.
Improve the delivery of information to pupils 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"> • Large print resources • Induction loops 	Improve internal signage to support children with Speech, Language and Communication Disorders and English as an additional Language with Pictorial or symbolic representations		Pastoral Deputy Head Teacher		School signage is displayed with Pictorial or symbolic representations

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 Chair of Governors and Head Teacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- 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

This policy is reviewed every three years by the Inclusion Manager, in consultation with the Head Teacher.

It was adopted/ratified by our school's Governing Body on the _____

Signature of the Chair of Governors (Ms Chris Blewett): _____

Signature of the Head Teacher (Ms Sarah Cooper): _____

Signature of the Pastoral Deputy Head Teacher (Ms Eileen Keogan) _____

Review Date: September 2020

Next Review Date: September 2022

