



Oaklands Infant School

Accessibility Policy

Document ID:	OIS P01
Revision No.:	2.0
Published Date:	5.6.24
Date of Next Review:	3 years
Statutory/Non-Statutory:	Non - Statutory
Public website/Internal:	Public
Date approved by governors	4.6.24

Policy Statement:

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

Purpose:

To ensure compliance, equality and inclusion without discrimination

Responsibility for Approval:

LGB

Responsibility for Updating:

Oaklands Infant School



Introduction

This plan is drawn up to implement the Oaklands Infant School planning duty for disabled Access. The plan is written in accordance with the DfE guidance publication 'Accessible Schools: Planning to increase access to schools for disabled pupils'.

Definition of Disability

The Equality Act 2010 defines disability as the following

'A person has a disability 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 carry out normal day to day activities'

Objectives

To create a rich environment which enables disabled pupils to participate fully in the school community by identifying and eliminating barriers that could prevent this.

Key Responsibilities

The school recognises that the following are key responsibilities underpinning the planning duty:

- not to discriminate against disabled pupils in their admissions, exclusions, provision of education and associated services
- not to treat disabled pupils less favorably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan every 3 years or sooner if required



School Principles

when performing their duties, all staff and Governors will have regard to the equality guidance published on the Equality and Human Rights Commission (EHRC) web site, in addition to ensuring:

- all children are treated as individuals and are entitled to the best education they can receive, regardless of any disability they may have
- access to education means making a full school life accessible to the disabled pupil, including extracurricular activities and events
- the school provides all pupils with a broad and balanced curriculum, tailored to meet their individual learning requirements
- the school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities
- the school recognises the parents' and child's right to confidentiality

Activities

The school will undertake to meet its key objective by developing three key areas whilst aiming to increase access to education for disabled pupils (see appendix 1):

1. Access to the Curriculum

The school will

- assess its curriculum provision for pupils on a regular basis and use this information to better tailor the curriculum to pupil requirements
- create a challenging curriculum where suitable learning challenges are set and progress of individual achievements can be assessed
- seek and follow the advice of services from Corvus Learning Trust, Government, LA, other schools to achieve best practice
- continue to follow and endorse the key principles of the Primary Curriculum

2. Access to the Physical Environment

The school will

- audit existing facilities and develop ways of making the physical environment more accessible to disabled people
- consider how different impairments have specific requirements and how these can be best catered for within the school environment
- consider ways of providing the most suitable aids and resources, outside of the child's SEND, or health provision
- seek and follow the advice of services from Corvus Learning Trust, Government, LA, other schools to achieve best practice



3. Access to Information

The school will

- audit existing methods of providing information and media used, developing these to improve accessibility
- work with Corvus Learning Trust, local schools, LA and local support services to source best materials at an appropriate cost
- include parents and pupils in the choice of the most suitable media for the disabled child

To achieve all three key areas an Accessibility Assessment will be carried out annually by the SLT to identify physical access and curriculum needs, as well as any resource implications (see Appendix 2).

Publicising the Plan

Copies of this plan will be promoted and made available to existing or prospective parents on the school website.

Monitoring and Evaluation

The Accessibility Plan covers a period of three years. The headteacher and SLT are responsible for its drafting and implementation.

APPENDIX 1

The Accessibility Action Plan aims to increase access to education for disabled pupils and covers 3 main areas

- **Access to the Curriculum**

Target	Actions	Annual Responsibility	Success Criteria	Monitoring
Increase understanding of disabilities and improve staff skills	Staff meetings and training sessions to raise awareness of different disabilities. External advisers used to inform and update staff on areas such as Epipen Autism Epilepsy Diabetes Hearing Sight	Ongoing SENCo	Raised confidence of staff Essential and useful information is conveyed to all staff	Staff meetings Training
Review curriculum areas to include disability issues. Ensure planning takes account of disabled children	Set up an individual EHCP (Educational Health Care Plan) for disabled children when appropriate. Class teachers to be aware of activities that may require modification or additional support in order for disabled pupils to participate fully. Establish good planning to include TAs where required. Share information with all.	Ongoing Subject leader, class teacher, TA SENCo, appropriate agencies	All staff are aware of individual's needs Disability issues are introduced into the curriculum	EHCP SEND meetings with staff & parents Curriculum planning
Increase opportunities to participate for children with physical needs in PE lessons	Review PE plans to ensure maximum participation for all pupils	Ongoing PE subject leader Review with class teachers, TAs. Involve parents as necessary	All pupils have access to PE activities and achieve at their level. Impact through lesson observations and informal feedback from children	PE planning Feedback from pupil/parents/teaching staff

APPENDIX 1

Target	Actions	Annual Responsibility	Success Criteria	Monitoring
Ensure disabled pupils can access all trips and extra-curricular activities.	Complete an individual risk assessment for each trip. Staff to vet new venues in advance of the visit. Involve parents (and children if appropriate) in the planning. Ensure that TAs are fully trained and prepared to deal with specific issues on each trip. Increase staff pupil ratio	Ongoing Trips and Extra-Curricular Organiser Headteacher Class teachers	All children in school are able to access all school trips and take part in a range of activities Attendance figures and feedback from children show that clubs are accessible	Trips Extra-curricular activities feedback
Ensure classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning in individual classes	Ongoing Class teachers	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Staff feedback

- **Access to Written Information**

Target	Actions	Annual Responsibility	Success Criteria	Monitoring
School prospectus, newsletters and other information made available to parents in alternative formats.	To investigate services available through the LA or elsewhere for converting written information into alternative formats	Ongoing as necessary SENCo	We are able to provide written information in different formats when required for individual purposes	School prospectus available in alternative formats, as required

Review documentation with a view to ensuring accessibility for pupils with visual impairment.	Seek advice from hearing and vision support services on alternative formats and the use of IT software to produce customised material	Ongoing as necessary SENCo	The delivery of school information to pupils and parents with visual difficulties improved	School information adapted for visually impaired
---	---	-----------------------------------	--	--

APPENDIX 1

- **Access to the Physical Environment**

Target	Actions	Annual Responsibility	Success Criteria	Monitoring
Greater awareness of the access needs of disabled children, staff, Governors and parent/carers	Create access plans for individual disabled children as part of their EHCP where necessary Governors and parents/carers to ensure that access needs are met within the school	SENCo, class teacher Headteacher	EHCPs are in place for disabled pupils with all staff aware of individual pupil's needs All staff and Governors feel confident their needs are met Parents have full access to all school activities	EHCP + Access Plans where necessary Parental feedback
Ensure that all disabled pupils can be safely evacuated in an emergency	Put in place Personal Emergency Evacuation Plan (PEEPS) for individual pupils Develop a system whereby all staff are aware of their responsibilities	SENCo As necessary/ongoing Headteacher	All disabled pupils and staff working alongside are safe in the event of a fire or other emergency where the building is evacuated	Personal Emergency Evacuation Plan (tested)
Improve signage and external access for visually impaired pupils/adults	Unnecessary signs are removed External light bulbs are checked regularly and replaced immediately when not working	Ongoing Site Controller	Visually impaired people feel safe in the school grounds	Signage/lighting checked annually (or sooner as required) by Site Controller/Governors as part of internal/external inspection



Accessibility Assessment Form

Name of pupil		DOB	
Class		Date	
Medical Information		Agencies	
Identified needs			
Physical needs/access		Curriculum needs/access	
Resource implications			



Risk assessments to be carried out	
Agreed strategies	Action required

Date of initial assessment		
Review date		
Signed	Parent	
	Headteacher	