



OFFORD
PRIMARY
SCHOOL

ACCESSIBILITY PLAN

Written by:	Senior Leadership Team
Approved by:	Governing Body
Review Cycle:	Every 3 years
Last review:	May 2022
Next review:	Academic Year 2024/2025

INTRODUCTION

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

Aims

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.

We are committed to working together to provide an inclusive, happy, caring and stimulating learning environment where all children can achieve and be confident members of the wider community with respect for others and themselves.

We are an inclusive school and want every child to be included in every aspect of life here such as lessons, after school clubs and trips. We want all children to be independent, engaged learners who can voice their opinions about their own needs and know these views are highly valued.

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, the complaints 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.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

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>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum e.g. writing slopes, coloured overlays, i-pads and laptops, larger print. Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum is reviewed to ensure it meets the needs of all pupils • ICT to support access to learning and recording of work. • Medical needs met, protocols in place and followed. • Moving and handling training as required by staff. 	<p>Long term objective</p> <p>Medium term Regular staff training on disabilities. Regular staff training/ updates on ICT to support children with learning and access.</p> <p>Short term objective Nurture room/ quiet area available for pupils. Training for teachers for speech to text apps for children who need it to use.</p> <p>Staff Training on disabilities:</p> <ul style="list-style-type: none"> • Access to Anspear CPD medical condition and equality and diversity programme. • P.E. training <p>Increase staff familiarization of computing apps to support children</p>	<p>Staff Meeting yearly to discuss accessibility plan and curriculum access.</p> <p>Wider stakeholders to comment on good practice and areas/ideas for development.</p>	<p>SENDCo / Head teacher</p>	<p>Spring 2023</p>	<p>Differentiation evident in learning walks</p> <p>Risk assessments in place for all relevant activities and needs of disabled pupils clearly identified.</p> <p>On-going policy reviews include reference to needs of disabled pupils as appropriate.</p> <p>All pupils fully included as appropriate to their needs.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Accessible one level building • Corridor width • Disabled parking bays • Disabled toilets for children and changing facilities 	<p>Long term</p> <ul style="list-style-type: none"> • Entrance/ exit doors to school and all pathways accessible independently to wheelchair users e.g. use of buttons and electronic opening. • Playground structures accessible to wheelchair users. • Dedicated storage facility for OT/PT equipment such as hoists etc. • Electronic gates for entrance • Accessible adult toilet. • Classroom pegs available at wheelchair accessible height in cloakroom with a high traffic area. <p>Medium term</p> <ul style="list-style-type: none"> • Tables and chairs available for all at the correct height and comfort of working. • Chairs available at correct height for staff/ visitors with movement difficulties. <p>Short term</p> <ul style="list-style-type: none"> • Disability parking is available-needs signage or painting. 	<p>Carry out an access audit every two years to ensure school is accessible in all areas and identified any areas where this needs to improve.</p> <p>Audit, budget for and order chairs and tables.</p> <p>Enquire and obtain quotes for signage and painting / caretaker time for any improvements they can undertake to complete.</p>	<p>Headteacher</p> <p>Headteacher in discussion with staff and wider stakeholders.</p> <p>Headteacher</p>	<p>Ongoing</p> <p>By 2023 /2024</p> <p>By 2023</p>	<p>Disabled pupils and parents/carers can access and use the school site including the site entrance and car park.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Pictorial or symbolic representations • Spoken delivery • Dyslexia friendly -use overlays, fonts and backgrounds to text. • Text to speech and speech to text compatible software starting to be used. 	<p>Long term</p> <ul style="list-style-type: none"> • Large print resources online • Braille • Induction loops • Contrasting carpets for areas • Subtitles on on-line virtual presentations / meetings for stakeholders as required. <p>Medium term</p> <ul style="list-style-type: none"> • Internal signage <p>Short term</p> <ul style="list-style-type: none"> • Exercise books with pastel-coloured pages. 	<p>Complete information on any new needs on data sheets sent out to parents and carers in the autumn term.</p> <p>Audit , signage budgeted for and quotes obtained.</p> <p>Books ordered</p>	<p>Headteacher</p> <p>Headteacher</p> <p>Teaching staff</p>	<p>2025</p> <p>2023/2024</p> <p>2022/2023</p>	<p>Disabled pupils can access information successfully with independence.</p>

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.

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Pupil equality and diversity policy
- Special educational needs (SEN) information report
- SEND Policy
- Supporting pupils with medical conditions policy
- Behaviour policy
- Critical incident policy