

*be kind – be curious – be
respectful*

Accessibility Plan



Oak Grange Nursery & Primary School

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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.

At Oak Grange we encourage all our children to become kind, curious and respectful individuals that go on to become life-long learners. We want all children to respect that each one of us is unique and each one of us faces different challenges and through resilience. Respect, reciprocity, responsibility and reflectiveness, challenges can be overcome.

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, visitors and volunteers.**

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ensure access to the curriculum for pupils with a disability	New school	Training for specific staff including medical training. To cover <ul style="list-style-type: none"> • Epilepsy • Moving and Handling Other relevant training that will allow for greater/improved access	Training to be planned (amend as necessary)	CPD Coordinator/SENCO		All relevant staff demonstrating confidence when making adjustments that will improve access to the curriculum

<p>We will use resources tailored to the needs of pupils who require support to access the curriculum</p>	<p>Long Term Enable more staff to implement the use of resources to best meet the needs of the children</p>	<p>Opportunities to access training to gain knowledge about the use of resources. Observe Additional needs TAs in their day</p>	<p>SENCO KS COORDINATORS</p>		<p>A bank of resources available and staff demonstrating knowledge and confidence to use them to improve</p>
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		<p>to day practice to gain confidence and ideas</p>			<p>access to the curriculum.</p>
<p>Early identification will be made of any child require appropriate for pupils with additional needs including Physical access Access to information</p>	<p>For staff to ensure target have maximum impact on children's learning and development</p>	<p>Short Term Most inexperienced staff to "buddy" with more experienced staff to gain knowledge in how to adapt/write effective targets for children with additional needs. Medium Term SENCO to monitor the writing and implementation of targets and the impact they are having. Offer support to staff through SEND surgery time</p>	<p>SENDCO SLT</p>		<p>Targets written effectively and have a positive impact on children's development.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • School is all on one level. No steps or slopes • Corridor width is ample • 2 disabled parking bays • Accessible toilets for visitors • Accessible toilets for children • Each set of 4 cubicle toilets has one accessible cubicle • Hygiene room • All doorways – no lip higher than 15mm • Capacity for mobile hoist in hygiene room 	<p>Long Term</p> <p>To ensure disabled parking is clear at all times and not used by parents/visitors</p>	<p>Message via website/newsletters to parents regarding keeping out of the school car park.</p>	<p>ADMIN</p>		<p>Disabled parking available</p>
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	<p>accessible sinks</p> <ul style="list-style-type: none"> library shelves at wheelchair-accessible height Classroom environments adapted to accommodate wheelchair use and equipment storage. 	<p>Ensure smooth transition of children with disabilities</p>	<p>Visitors advised during signing in</p> <p>Plan into yearly monitoring cycle- Staff to share information regarding children moving on.</p> <p>New staff to make contact with parents before the new term.</p> <p>Staff to make necessary changes to environment before the child arrives.</p>	<p>ALL TEACHING AND SUPPORT STAFF</p>		<p>Children will make a smooth transition into a new class/area/activity.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school will uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Pictorial or symbolic representations Makaton Signing <p>To develop signage further to think about the location,height and size of signs</p>	<p>To improve signage around school including visual clues to aid visually impaired and EAL and limited language children</p>	<p>Use symbols to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms</p>	<p>KS COORDINATORS AND SENCO</p>		<p>Signs being used by all children and visitors.</p>

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 **SEND Governor- TBC and the Headteacher – Sarah Coleman**

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by	Action Completed
Number of storeys	1	NONE			N/A
Corridor access	<p>Access in Key Stage 2 and main corridor is good.</p> <p>Access in FS corridor can become congested with various resources</p>	FS team to look into improved storage facilities and ensure corridors are kept clear.	DR	Sept 2017	Yes
Lifts	NONE				N/A
Parking bays	2 Disabled Parking Bays	SEE ABOVE ACTION			Yes and Ongoing
Entrances	All entrances have double doors and no ramps	Caretaker to check all door catches are working	Caretaker	Sept 2017	Yes

Ramps	NONE				N/A
Toilets	2x Disabled toilets A -Disabled toilet with supporting frame.				N/A
	Accessible height toilet/sink Chair turning space Emergency cord B- Fully equipped disabled toilet with tracking system/hoist/ changing area Wheel chair accessible sinks (adjustable height)				N/A
Reception area	Fully accessible				N/A
Internal signage	See Above				N/A

Emergency escape routes	Clearly marked	Make sure all emergency evacuation is up to date and relevant staff know about it	ALL STAFF		Yes and Ongoing
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