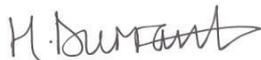


The James Oglethorpe Primary School



Accessibility Policy

Policy Review Date	September 2021
Date of next Review	September 2022
Delegated to Headteacher	
Signed: 	Date: 1.9.21

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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.

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise the difficulties that pupils will experience.

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.

The school works with any outside agencies who are involved in a child's care (eg the school nurse, the local authority, occupational therapists and physiotherapists) to implement plans to support children with disabilities.

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 [include as appropriate: 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 <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
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils. Where appropriate, pupils follow an individualized curriculum to meet their needs.</i></p> <p><i>Pupils who require extended time off school due to their disability are supported by the school. Work</i></p>	<p>LONG TERM:</p> <p>Pupils with disabilities to enjoy full access to the curriculum and school life and flourish at school.</p> <p>Different disabilities are reflected across the curriculum.</p> <p>MEDIUM TERM:</p> <p>Termly SMART individual targets set on IEP passports and other adaptations recorded on first page.</p> <p>Staff trained to support children on Health care plans(HCP) to manage their disabilities.</p> <p>Internal and external support for pupils with mental health difficulties</p>	<p>Overview of:</p> <p>SEND children</p> <p>HCP children</p> <p>To be written and circulated to all staff.</p> <p>Staff to familiarize themselves with the disabilities within their class through:</p> <p>Thorough handover from previous teacher.</p> <p>Meetings with SENCO</p> <p>Being familiar with all Health care plans in place and make the necessary adaptations within their classroom.</p> <p>Liaise with SENCO for specialised equipment.</p>	<p>SENCO</p> <p>Office Manager</p> <p>TEACHERS</p> <p>SENCO</p> <p>Teaching Staff</p>	<p>Short term: Jan 22</p> <p>Medium term: July 2022</p> <p>Long term: Sept 2022</p>	<p>Pupils with disabilities needs are met so they are able to participate in all of school life, make expected progress and their attendance is as good as it possibly can be.</p>

	<p><i>will be provided for the period whilst they are absent if appropriate. If a pupil is off for more than 15 working days then the school will work with the local authority to apply for the tutoring service. A phased return will be supported if necessary.</i></p>	<p>in place (learning mentor, CAMHs)</p> <p>Subject Leaders to ensure that when purchasing resources for their subject they reflect different disabilities.</p> <p>SHORT TERM:</p> <p>Staff are aware of the children who have disabilities in their class and are able to plan in advance so these pupils are able to access all areas of the curriculum.</p> <p>All staff carry out audit of resources that reflect different disabilities</p>	<p>All new information regarding a child's disability to be recorded and distributed to relevant staff.</p> <p>HCPs (yearly) and IEP passports (termly) to be updated.</p> <p>Office Manager to liaise with outside agencies and where appropriate follow their guidance to update all care plans.</p> <p>Class Teachers carry out an audit of what different disabilities are reflected in their class resources and display.</p> <p>Subject Leaders to carry out an audit of what different disabilities are reflected in their subject's resources.</p>	<p>Office manager</p> <p>Office Manager/ SENCO</p> <p>Class teachers</p> <p>Subject Leaders</p>		
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<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> ● <i>Disabled toilet in Juniors</i> ● <i>Access to junior corridor (currently steps only)</i> ● <i>Paving is accessible to all</i> 	<p>LONG TERM TARGET: Ramp access to junior corridor</p> <p>Disabled Junior Toilet</p> <p>Paving re-laid at back of school</p> <p>MEDIUM TERM TARGET:</p> <p>SHORT TERM:</p>	<p>Costings for Long Term Targets</p>	<p>Asset Management, SLT and governors</p>		<p>Pupils and parents are able to access all areas of the school.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> ● <i>Large print resources</i> ● <i>Coloured overlays / coloured backgrounds.</i> ● <i>Pictorial or symbolic representations (visuals)</i> ● <i>Visual timetables</i> 	<p>LONG TERM TARGET:</p> <p>MEDIUM TERM TARGET:</p> <p>Increase the amount of signage that is accompanied by a visual.</p> <p>Teachers to consider how visuals can be used to enhance the communication of information within their planning.</p> <p>SHORT TERM TARGET:</p> <p>Investigate what information is difficult for pupils with disabilities to access.</p>	<p>Pupil voice – SENDco to liaise with class teachers and TAs to ascertain which types of information around the school pupils with disabilities cannot access. Consider the impact of this and then make improvements to the signage.</p>	<p>SENCO Class teachers TAs SLT</p>	<p>July 2022</p>	<p>Pupils are able to access all necessary information and are therefore able to learn, follow routines and keep themselves safe.</p>

4. Monitoring arrangements

This document will be reviewed every year.

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