

OAK VIEW PRIMARY & NURSERY SCHOOL



ACCESSIBILITY Policy and PLAN

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Signed by Chair of Governors: 	

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Appendix 1: Accessibility Audit

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.

Oak View is an inclusive school where we ensure that all children have equal opportunities to access a broad and balanced curriculum. It sets high expectations for all pupils and strives to enable them to take an active part in the life of the school.

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. We understand the Local Education Authority (LEA) will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

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.

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.

This policy complies with our funding agreement and articles of association.

The Accessibility plan for physical accessibility relates to the Access Audit of the School. Which has been updated by the schools and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during life of this Accessibility statement and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessment will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website

The Accessibility Plan will be monitored through the Governor Resources Committee.

The Accessibility Plan may be monitored by OFSTED during inspection process in relation to Schedule 10 of the Equality Act 2010.

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>	Actions to be taken	Person responsible	Date to complete actions by	Financial resources	Success criteria	Yearly Review
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers individual curriculum/ timetables for children whose disabilities prevent them from following the usual timetable of the class.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>We liaise with specialist teachers to increase curriculum access for our children.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p>	<p>ASD Training for all staff – provided by Herts Speech, Language, Communication and Autism team</p> <p>HERTS STEPS training for all staff</p> <p>Inclusive teaching observation checklist to be used during lesson observations by SLT</p> <p>All SEND pupils to have an assess, plan, do , review cycle and where appropriate a one page profile</p>	<p>SENDCO / SLT</p>	<p>To be achieved when the need arises for each action.</p> <p>This is reviewed each term to accommodate for staffing changes and in-year admissions.</p>	<p>Release time and designated staff training days and INSET</p>	<p>Raised confidence of staff in strategies for differentiation and increased pupil support.</p>	<p>2022-23</p> <ul style="list-style-type: none"> ● Visual Software Package purchased for EHCP child (Dolphin) ● Staff Training Linked to a child with Cerebral Palsy ● Staff SEND training ● Purchased specific resources for SEND pupils to access curriculum

	<p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p>	<p>All trips to be accessible for all pupils.</p> <p>Increase the use of ICT to support children's access to the curriculum e.g kindles, technology to support with writing</p> <p>Ensure PE equipment is appropriate for our children with visual impairments i.e. has a good enough contrast to be distinguished</p>					
<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>Ramps</i> ● <i>Corridor width</i> ● <i>Disabled parking bays</i> ● <i>Disabled toilets and changing facilities</i> ● <i>Library shelves at wheelchair-accessible height</i> <p><i>Disabled toilet facility is available in the main entrance.</i></p>	<p>The school is on two floors but adjustments would be made to ensure classrooms are moved to adapt to the needs of a disability</p> <p>Signposting and markings are clear for all</p> <p>Complete a sensory audit to work towards an autism-friendly environment</p> <p>To ensure that changes to floor</p>	<p>SLT SENDCO Site manager</p>	<p>To be achieved when the need arises for each action.</p> <p>This is reviewed each term to accommodate for staffing changes and in-year admissions.</p>	<p>Repairs and maintenance as modifications are needed.</p>	<p>Changes in floor level will be clearly marked with high visibility paint.</p> <p>There will be areas in the school for children to access outside of the class environment.</p> <p>Staff will make use of the environment audit when planning classrooms/spaces.</p>	<p>2023-24</p> <ul style="list-style-type: none"> ● <i>Ramps purchased</i> ● <i>Purpose built room created to support SEN children which includes hoist and changing facilities</i>

	<p><i>Health and Safety checks also include clear escape routes from the building for all including wheelchairs.</i></p> <p><i>Disabled parking bays are reserved for staff / parents / carers that need to use these at drop off and pick up times.</i></p>	<p>levels are clearly highlighted for our children with visual impairment</p> <p>To continue to develop areas of the school that can be used to offer an alternative space to the classroom</p>					
<p>Improve the access to information for pupils, staff, parents and visitors with disabilities.</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>ICT</i> • <i>Pictorial or symbolic representations</i> 	<p>Provide resources to support access to print e.g. colour overlays, workbook pages etc.</p> <p>Develop the use of social stories to support children with transition, change and behaviour</p> <p>Ensure that our parents with hearing impairments have access to sign language/hearing loops</p>	<p>SLT SENDCO</p>	<p>Review information for staff / parent / carers and pupils to meet ensuring that it is accessible for all.</p>	<p>Repairs and maintenance as modifications are needed.</p>	<p>Pupils have their papers modified as needed.</p> <p>Clear communications systems established</p> <p>Specialist sign language interpreters will be booked prior to parent consultations, class/school presentations</p>	<p>2022-23</p> <ul style="list-style-type: none"> • Early Help Board created with information for parents • Family Support Worker through the Welwyn Garden City and Hatfield Local School Partnership • Interpreter's accessed to support families • Staff SEND training through LA / Monitoring walks to improve facility

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 Governing Body / Mrs Yvonne Davis, Headteacher

5. Links with other Policies

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

- Risk assessments
- 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
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Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two Floors	Adjustments to be made if needed.	Head teacher	On-going
Corridor access	Main corridor to be kept clear	Regularly checked by Site manager	Site Manager	On-going
Lifts	None			
Parking bays	One priority bay	Front of the school – reserved when needed	Site manager	On-going
Entrances				
Ramps	Front entrance	P		
Toilets	Disabled toilet in reception area			
Reception area	Wide access doors and wheel chair button at correct height			
Internal signage				
Emergency escape routes				

