



Working Together; Achieving More

Accessibility Plan Policy

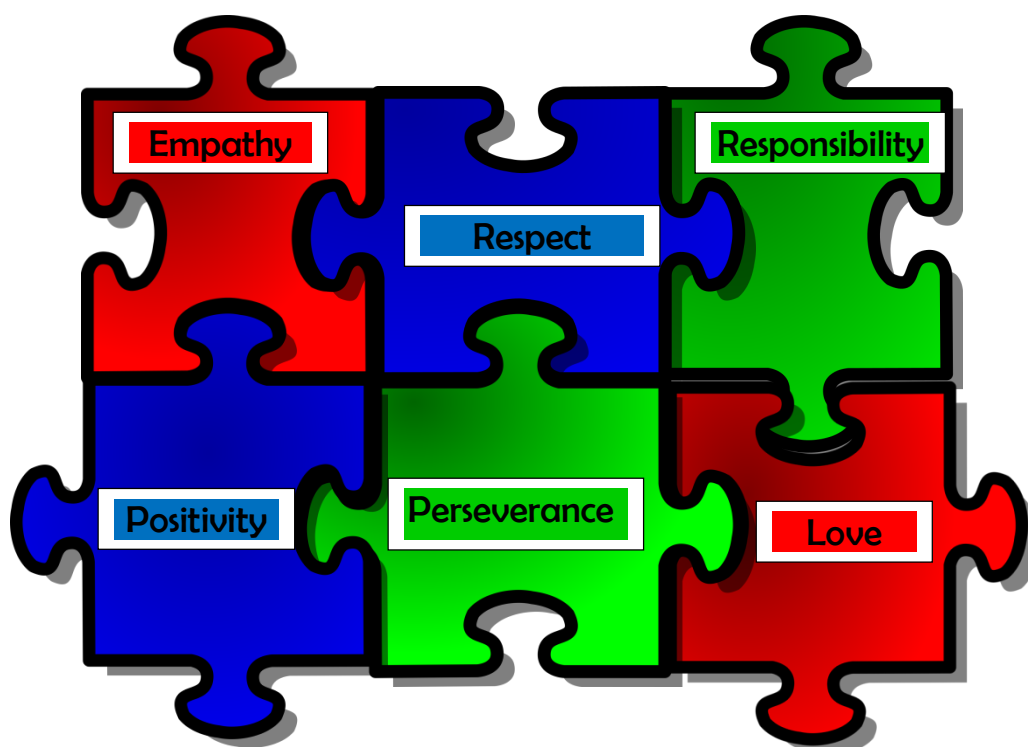
Head Teacher: Mr L Chamberlain

Ratified by:	Curriculum Committee	Date: 16th Jan 2024
Last Reviewed	2021	
Next Review Date:	2026	

Our School Values

Our values are at the core of everything we do. They underpin our teaching and learning and prepare our pupils as confident, happy citizens. Our school values are:

Empathy, Respect, Responsibility, Positivity, Perseverance and Love



Introduction

This plan should be read in conjunction with other policies in place and outlines the proposals of the governing board of Olton Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided by the school.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The aims of our Accessibility Plan will be delivered in ways which are determined after taking into account the pupil's disabilities, the views of the parents/carers and the views of the pupil. They will be actioned within a reasonable timeframe and with consideration to any reasonable adjustments.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Review

This plan is reviewed regularly to take into account the changing needs of the schools and its pupils.

Date of this review: December 2023

Date for review: Annually, with full review in December 2026

Planning Duty 1: Curriculum – making the curriculum accessible for all pupils including those with disabilities.

Action required/Issue	How this will be done	Who	When	Outcome	Date for review
Continue to ensure that the curriculum is accessible for all pupils and that pupils with SEND have full access to lessons.	Audit of curriculum. Effective use of resources. Quality first teaching, appropriate differentiation and intervention groups where required. Provide adjustments to pupils with SEND, adaptations to planning to meet individual needs. Universal and targeted support and equipment such as wobble cushions, fidget toys, writing slopes, use of ICT etc.	SLT Teachers SENDCO	Ongoing	Accessibility gaps in the curriculum are identified and plans put in place to ensure access for all pupils. Pupils with SEND can access lessons.	December 2024 – then annually.
Ensure that staff are aware of the differing needs of pupils - continue to update the skills of staff members to support pupils with SEND.	Appropriate training provided to staff members i.e. Epipen, asthma, diabetic training, Dyslexia friendly classroom, speech and language, Attachment and Emotion Coaching, Zones of Regulation. Ongoing support from external agencies and other specialists i.e. SISS (SEMH Team, CLS Team, SLCN Team, HI, VI, ASD Team),	SLT SENDCO External Agencies	Ongoing	Staff members have the skills to support pupils with SEND.	December 2024 – then annually.
Continue to ensure full access to lessons for pupils with SEND.	Provide reasonable adjustments to pupils with SEND as relevant, appropriate and practicable i.e. adaptations to planning to meet needs; universal and targeted support and equipment such as use of alternative ways to record work, use of reading pens, wobble cushions, writing slopes etc...	SLT SENDCO Teachers External Agencies	Ongoing	Pupils with SEND can access lessons.	Ongoing.
Ensure that the visual and auditory environment in classrooms is considerate of the needs of all pupils.	Sensory audits to be carried out. Support and advice from SENDCO and external advisory services. Learning walks.	SLT SENDCO External Agencies	Ongoing	Pupils with specific needs are able to access the curriculum.	December 2024 – then annually.

Ensure that school trips are planned with needs of pupils with SEND considered.	Pupils needs are incorporated into the planning process and individual, relevant risk assessments completed as needed. Information relating to facilities at the place to be visited is requested by school.	Teachers EVO	Ongoing	School trips consider the needs of pupils with SEND and adjustments are made accordingly.	December 2024 – then annually.
Ensure that all pupils have the opportunity to access wider school life and are able to make a positive contribution to school life.	Monitor make up of different councils i.e. School Council, P.E. Council etc.. Ensure that the curriculum reflects diversity. Activities planned with reasonable adjustments made as appropriate. Ensure that after school clubs are accessible to all pupils – review uptake.	SLT SENDCO	Ongoing	Pupils with SEND are able to access extracurricular activities and clubs.	December 2024 – then annually.
Ensure that information relating to learning and progress is shared with parents enabling effective communication and engagement.	Parent Consultations. Review meetings to discuss targets and progress. SEND parent workshops.	SLT SENDCO Teachers	Ongoing	Parents and are informed about their child's learning, they feel involved and are more engaged.	Ongoing – termly review.
Ensure access to accurate assessment.	Assessment and monitoring to ensure that progress is tracked for all pupils and	SLT Assessment Lead SENDCO	Ongoing		Ongoing – termly review.

Planning Duty 2: Physical Environment – making the physical environment, including services and facilities, accessible for all pupils including those with disabilities.

Action required/Issue	How this will be done	Who	When	Outcome	Date for review
Continue to ensure full access to all areas of the school buildings and grounds.	EYFS, KS1 block is all on one level: - corridors are clear and have sufficient space to enable access to all rooms. KS2 block is on two levels: - corridors are clear and have sufficient space to enable access to all rooms. - Stairs are clearly marked with yellow tape to support those who may be visually impaired. - Low level handrails are installed on stairs. - Pupils with physical disabilities who may not manage with stairs are placed in ground floor classrooms. - Portable ramp available to ensure access from Year 6 corridor to main corridor. External access to the school building is via ramp or steps. Where required, handrails are easily accessible. Access to playground has steps and ramps. Steps are clearly marked and edged. Disabled parking bays are provided in the school carpark. Disabled toilet facilities provided. Sensory audit of both buildings carried out and reasonable adjustments implemented as	SLT Site Team Office Team	Ongoing	All members of school community have full access to the school building and grounds. Physically accessible toilets for all. School supports people with different needs and abilities to access it successfully.	December 2024 then annually.

	appropriate.				
	Maintain signage around school.				
Maintain safe access around exterior of school.	Ensure that pathways are kept clear of obstacles and are well maintained. Remind parents of safe and considerate parking.	SLT Site Team	Ongoing	Site is accessible.	Ongoing
Maintain signage around school.	Ensure clearly identified access routes. Fire exits are clearly marked and kept clear.	SLT Site Team	Ongoing	Access and exit routes are clearly identified.	Ongoing

Planning Duty 3: Information – making information equally available to all pupils and families, including those with disabilities.

Action required/Issue	How this will be done	Who	When	Outcome	Date for review
Ensure that information is available in alternative formats.	Use of visuals and symbols. Use of Makaton as appropriate and relevant where people are able to. School utilises technology to share information in a variety of formats i.e. social media, website, apps (Class Dojo). School informs people as to how they can access information in other formats i.e. braille	SLT Teachers SENDCO	Ongoing	Information is available to and accessible for all pupils, parents, external agencies as appropriate. Information available in different formats.	December 2024 and then annually.
Ensure that any text used in class is accessible for pupils with VI.	Request and act on advice from external agencies where appropriate. Large, clear font used as appropriate. Consideration given to use of coloured backgrounds and overlays as appropriate.	Teachers SENDCO	Ongoing	Pupils able to access written information.	Ongoing
Provide an open and welcoming environment where people feel they are able to discuss any concerns including those relating to SEND.	Maintain friendly communication at front of house. Ensure that relevant information is available to share with parents and other services. Open Days and visits to provide opportunity to view facilities available. Additional meetings with SENDCO where needed to discuss specific concerns.	SLT SENDCO Office Team	Ongoing	Everybody feels welcomed and that they have a voice. Prompt identification of needs and support.	Ongoing