

Accessibility plan

Ore Village Primary Academy



Approved by: [Name]

Date: January 2018

**Next review due
by:** January 2019

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.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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.

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.

To help implement the accessibility plan we will:

- Carry out an audit of the accessibility of the building
- Develop staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality.
- Find out about the access needs of disabled children, staff and parents/carers through our Accessibility Working Party
- Utilise support, advice and training on these issues where applicable from a number of services within the local authority and voluntary and community groups, including the School Improvement Service, Equalities officers, Special Educational Needs Team, Psychology and Learning team, East Sussex Disability Association and the DARE foundation (Disability and Rehabilitation Education).

We will begin by ensuring the information needs of existing disabled pupils are being met. We will then go on to consider what we would need to respond to the needs of future disabled pupils. We will also remember to consider the access needs of staff and parents/carers.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Targets	Actions	Timescale	Responsibility
School is aware of the access term needs of disabled children	Nursery visits, meetings with parents Create health care plan for individual disabled children as part of the Additional Needs Plan process	Prior to their admittance	Head teachers, Deputy head teacher, EYFS lead, SENCO
School staff are aware of access issues	Provide information and training on disability equality for staff	Nov 2017	Head teachers, Deputy head teacher/Inclusion Manager, HLTA Health and wellbeing (HS)
Signage and external access for visually impaired and wheelchair users	One disabled parking bay with level wheelchair access to side of school Allocate additional spaces to disabled badge holders if required Replace all external light bulbs immediately when blown Review and replace inadequate lighting in all areas Replace signage at main road and front gate Removing 6 foot internal fencing at front of infant playground and replace with lower gate that allows wheelchair access Level side access to EYFS and Nursery External doors with level access to playground	As needed November 2017 February 2018 Summer 2017	Site manager, Head teachers, Deputy head, SENCO

	for all top corridor classrooms		
All disabled pupils can be safely evacuated from the building	<p>Put in place Personal Emergency Evacuation Plans for relevant children as part of their care plan</p> <p>Ensure that a fire drill occurs 3 times a year and pupils and staff who are absent walk through the following day</p> <p>Provide staff with annual fire drill training</p>	Ongoing	Head teachers, Deputy Head, SENCO, site manager
Library accessible to all children – including those in wheelchairs	<p>Relocate, redecorate, redesign and equip library to what was the Resource Room</p> <p>Purchase new shelves that are accessible to all pupils</p> <p>Ensure new 'Quay' layout makes library wheelchair accessible</p>	Term 4 2018	Site manager, Head teachers, Deputy head teacher /Inclusion manager
Main public areas of the school including the hall, corridors and stairs address sensory needs associated with impairment and conditions such ASD	<p>Acoustic panels to dampen sound in the hall, carpeting to reduce echo in corridors, repainting to create light, new signage and yellow warning edging strips to tops and bottoms of stair cases</p>	August 2017 to February 2018	Site manager, Head Teachers, Deputy Head and Jason Wilkinson
Staff have access to specific training on	<p>Identify training needs and inform Professional Development process</p> <p>Staff to access relevant CPD courses as</p>	October 2017	SENCO, Deputy Head

disability issues as required	<p>identified for individual care plans</p> <p>INSET training day focus on understanding and meeting sensory needs</p> <p>Makaton training for EYFS and KS1 staff</p>	<p>November 2017</p> <p>January 2018</p>	
All staff are aware of disabled children's curriculum access	<p>Create health care plan for individual disabled children as part of the Individual Learning Plan process</p> <p>All care plans are accessible to all staff and discussed with SENCO</p>	<p>February – March 2018</p>	<p>SENCO, Deputy Head</p>
All staff are aware of, and able to use, SEN software and resources	<p>Audit all SEND ICT and other resources and make list available to all staff</p> <p>Run individual training sessions on use of SEN Software</p>	<p>February – March 2018</p>	<p>SENCO, Deputy Head</p>
All school trips are Term accessible to all	<p>Develop staff awareness on making trips accessible</p> <p>Plan ahead of trips to ensure accessibility</p>	<p>Ongoing as trips planned</p>	<p>/SBE/Class Teachers/ SENCO</p>
PE is accessible to all	<p>Gather information on accessible PE and Disability Sports</p> <p>Review PE curriculum to include disability sports as required</p>	<p>February 2018</p>	<p>PE Leader, Deputy Head</p>

<p>All curriculum areas to include disability issues</p>	<p>Include specific reference to disability equality in all curriculum reviews</p> <p>Develop PSHE curriculum to address disability equality issues</p> <p>Ensure assemblies include disabled speakers</p>	<p>Ongoing</p>	<p>Headteachers, Subject leaders / PSHE Leader/ Curriculum working party</p>
<p>Disabled children participate equally in after school and lunch time activities</p>	<p>SENCO to keep a log of disabled pupils and their access to after school clubs</p> <p>Organise additional activities for pupils who could be excluded by disability as appropriate</p>	<p>Ongoing</p>	<p>SENCO andf MH</p>
<p>All information for parents/carers to is accessible</p>	<p>Ensure all staff are aware of guidance on accessible formats;</p> <p>Distribute East Sussex guidance on good practice in accessible formats and Editorial guidelines</p> <p>Ask parents/carers and children about access to information and preferred formats in all reviews</p> <p>Inclusive discussion of access to information in all annual reviews</p> <p>Ask parents/carers about access needs when child is admitted to school</p> <p>Review all letters home to check reading</p>	<p>Ongoing</p>	<p>SENCO / SLT</p>

	<p>age/Plain English</p> <p>Produce newsletter in alternative formats e.g. large print if required</p> <p>Ensure the school website is up to date and includes all newsletters sent out</p> <p>Provide guidance to staff on dyslexia and accessible information</p>		
<p>Resources and teaching spaces are tailored to the needs of pupils who require support to access the curriculum.</p>	<p>Move SEN provision from lower corridor to the two new classrooms with disabled access from the car park</p> <p>Set up classrooms as an intervention wing 'The Harbour'</p> <p>Set up two sensory rooms – one in the Harbour intervention wing and one on the Key Stage 2 corridor</p> <p>Convert Harbour toilets to disabled care suite</p>	<p>October 2017</p> <p>October 2017</p> <p>November 2017</p> <p>Summer 2018</p>	<p>SLT/SEN team</p>