

Accessibility plan

Ore Village Primary Academy



Approved by: Chair of Governors	Date: March 2019
Next review due: March 2020	

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
- 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, EYFS lead, SENCO
School staff are aware of access issues	Provide information and training on disability	ongoing	Head Teachers, SENCO, HLTA Health and wellbeing (HN)
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		Site manager, Head Teachers, SENCO
All disabled pupils can be safely evacuated from the building	Put in place Personal Emergency Evacuation Plans for relevant children as part of their care plan Ensure that a fire drills occur 6 times a year and pupils and staff who are absent walk through the following day	ongoing	Head teachers, SENCO, site manager
Main public areas of the school including the hall, corridors and stairs address sensory needs associated with impairment and conditions such ASD	Continue programme of improvements as budget allows fitting acoustic panels and carpet to dampen sound in the dance drama studio, carpeting to reduce echo in Year 2 classrooms, repainting classrooms to create light, new signage	August 2018 to April 2019	Site manager, Head Teachers
Staff have access to specific training on disability issues as required	Identify training needs and inform Professional Development process Staff to access relevant CPD courses as identified for individual care plans	October 2018 January 2019 ongoing	SENCO
All staff are aware of disabled children's curriculum access	Create health care plans for individual disabled children as part of the Individual Learning Plan process	Ongoing	SENCO

	All care plans are accessible to all staff and discussed with SENCO		
All staff are aware of, and able to use, SEN software and resources	Run further individual training sessions on use of SEN Software and equipment	February – June 2019	SENCO
School trips are accessible to all	Develop staff awareness on making trips accessible Plan ahead of trips to ensure accessibility	Ongoing as trips planned	SBM/Class Teachers/ SENCO
PE is accessible to all	Gather information on accessible PE and Disability Sports Review PE curriculum to include disability sports as required	Ongoing	PE Leader
All curriculum areas to include disability issues	Include specific reference to disability equality in all curriculum reviews Develop PSHE curriculum to address disability equality issues Ensure assemblies include disabled speakers	Ongoing	Head Teachers, Subject leaders / PSHE Leader
Disabled children participate equally in after school and lunch time activities	SENCO to keep a log of disabled pupils and their access to after school clubs Organise additional activities for pupils who could be excluded by disability as appropriate	Ongoing	SENCO
All information for parents/carers to is accessible	Ensure all staff are aware of guidance on accessible formats; Distribute East Sussex guidance on good practice in accessible formats and Editorial guidelines Ask parents/carers and children about access to information and preferred formats in all reviews Inclusive discussion of access to information in all annual reviews Ask parents/carers about access needs when child is admitted to school Review all letters home to check reading age / plain English Produce newsletter in alternative formats e.g. large print if required	Ongoing	SENCO / SLT

	<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>		
Resources and teaching spaces are tailored to the needs of pupils who require support to access the curriculum	<p>Set up 'Ready To Learn' group in Café area to offer Nurture provision for identified children</p>	March 2019	Senco