

Agreed 18 May 2022

Signed Alan Brown Head

Signed Simon Barrowcliff Chair of Governors



Oldfield Primary School Accessibility Plan – March 2022

3 Year period covered by the plan. – March 2022 – 2025

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

Oldfield Primary school is a mainstream school with an age range 4 years to 11 years old. The school comprises one school building. There is disability access for all classrooms and main areas of the school including the hall.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)

- OFSTED

Our Aims are to provide:

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure. All entrances to the school are either flat or ramped and have wide doors. The main entrance is ramped and now has a wide door into the entrance hall. The entrance hall is fully accessible for wheelchair users. There are disabled toilet facilities available fitted with a handrail. The school has internal emergency signage and escape routes are clearly marked.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils, we seek expert advice for identified individual needs.

We consult with experts when new situations regarding pupils with disabilities are experienced.

Oldfield Primary School Improvement Accessibility Plan 2022-25

Key Priority

1. To improve participation in the curriculum through:
 - a. Effective display, communication improving engagement with pupils, staff, parents and carers
 - b. To embed and further develop our vision for an inclusive education, promoting community cohesion to prepare young people and adults for life as global citizens.
 - c. Providing a range of extra-curricular activities that are accessible, with reasonable adjustments to encourage participation.
2. To improve the physical environment
 - a. To refurbish the children’s toilets with accessible urinals, toilets (flush) and sinks so they are accessible for all children.
 - b. To install accessible and appropriate signage for information and safety messages both internally and externally.
3. To improve communication
 - a. To ensure there is effective and inclusive communication and engagement with pupils, staff, parents and carers – (signage, documentation and online)
 - b. Curriculum displays are effective in communication and are accessible to all pupils and staff.

Priority	Success Criteria	Actions	Lead person	Resources/Cost/Time
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<p>1a. Effective display, communication, improving engagement with pupils, staff, parents and carers</p>	<p>Classroom and corridor displays are accessible to all who use them. School website is accessible to the school and wider community. Parents and carers are fully informed about their child's learning. Parents and carers have access to information to support their child with their learning.</p>	<p>Establish compliant policies and procedures for classroom, rest of school and online display. Audit current provision and identify priorities to implement. Monitor effectiveness of the communication and display.</p>	<p>AB, LMc</p>	<p>Autumn 2022 Staff meeting School Spider Support Resources cost TBC</p>
<p>1b. To embed and further develop our vision for an inclusive education.</p>	<p>The curriculum is inclusive to all pupils where reasonable adjustments can be made. Resources, including OA, are used effectively to support learning for all pupils.</p>	<p>Needs of all learners are considered in lessons and their learning needs are met. Effective training for all staff. Access Outreach support from Special schools. Specific CPD on supporting children in the lesson.</p>	<p>AB/NB</p>	<p>Staff CPD Autumn 2022 cost TBC</p>
<p>1c. To embed and further develop our vision for an Inclusive education that promotes community cohesion to prepare young people and adults for life as global citizens.</p>	<p>The curriculum is inclusive to all pupils where reasonable adjustments can be made. To further develop the curriculum to prepare pupils for life in modern Britain and beyond.</p>	<p>Needs of all learners met. Arrange No Outsiders (NO) Day with Andrew Moffatt. Identify how NO can be embedded within our curriculum. All children are taught the NO approach within lessons and assemblies.</p>	<p>AB</p>	<p>Staff CPD. Purchase books to support NO cost TBC</p>
<p>1d. Providing a range of extra-curricular activities that are accessible, have reasonable adjustments to encourage participation.</p>	<p>Available extra-curricular activities are accessible to all children they are open to. Range of activities include sport, art and drama to complement the school curriculum.</p>	<p>Audit current provision and what could be offered to support the needs of the school community. Risk assessment will be undertaken where appropriate. Providers will comply with legal requirements. Plan provision throughout the academic year. Identify costs required to run each activity to support families.</p>	<p>AB, LMc, NB</p>	<p>Start with Summer 2022 and plan for Autumn 2022, Spring 2023 Use of PE Premium.</p>
<p>2a. To refurbish the children's toilets with accessible urinals, toilets (flush) and sinks so they</p>	<p>Toilets are compliant with H and S regulations and accessible for those who use them.</p>	<p>Costings carried out to meet compliance for H and S and access for those who access in school. Works carried out.</p>	<p>AB, LMc</p>	<p>Qwest to provide specification and costs TBC</p>

are accessible for all children				DFC and Tenant's Maintenance
2b. To install accessible and appropriate signage for information and safety messages both internally and externally	Outside and inside school displays are accessible to all who use them. Signs compliant with H and S.	Audit display and signage for compliance Identify signage required and source purchase	AB, LMc, NB & CS	For Autumn 2022 - DFC and Tenant's Maintenance costs TBC
3a. To ensure there is effective and inclusive communication and engagement with pupils, staff, parents and carers – (signage, documentation and online)	School website is accessible to the school and wider community. Parents and carers are fully informed about their child's learning. Parents and carers have access to information to support their child with their learning.	Establish compliant policies and procedures for classroom, rest of school and online display. Audit current provision and identify priorities to implement. Monitor effectiveness of the communication and display.	AB, LMc	Autumn 2022 Staff meeting School Spider Support Resources cost TBC
3b. To ensure all curriculum displays are effective in communication and are accessible to all pupils and staff.	Curriculum displays are effective in communication and are accessible to all pupils and staff.	Establish compliant policies and procedures for classroom, rest of school and online display. Audit current provision and identify priorities to implement.	All staff	Staff CPD Autumn 2022 cost TBC

Evaluation
Autumn
Spring
Summer