

# Ouston Primary School

## Accessibility Plan 2019-2023



Review Date: November, 2019  
Reviewed by: Full Governing Body  
Next Review date: November 2022

## **1. Vision Statement**

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### **1 Vision Statement**

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation." According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department of Educations' guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head Teacher. At Ouston Primary School the Plan will be monitored by the Head Teacher, Deputy Head Teacher and Business Manager and evaluated by the relevant governor Mrs Kathryn Barrass. The current Plan will be appended to this document.

At Ouston Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1. Ouston Primary School's Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, pupils, parents, staff and governors. When necessary, other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority 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.

3. Ouston Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within school.

4. Ouston Primary School's Accessibility Plan shows how access is to be improved for pupils, staff and visitors with a disability, within a given timeframe, and anticipating the need, to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- a. Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs,

leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- b. Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- c. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hands outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. Ouston Primary School's Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- a. Behaviour Management Policy
- b. Curriculum Policy
- c. Critical Incident Support Plan
- d. Equal Opportunities Policy
- e. Health and Safety Policy
- f. School Brochure
- g. School Development Plan
- h. Special Educational Needs Policy
- i. Staff Development Policy

8 The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the Accessibility Plan 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.

9. Equality Impact Assessments 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.

10. The Accessibility Plan will be published on the school website.

11. The Accessibility Plan will be monitored by the school's leadership team, in consultation with the named governor Mrs Kathryn Barrass. Progress will be reported during the full governing body meeting and any financial implications will be raised at Finance Committee meetings.

12. Where necessary, the school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

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

## **2. Aims and Objectives**

We ask about any disability or health condition in early communications with new parents and carers.

## **a. Physical environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, afterschool clubs for pupils with physical impairments and school trips for pupils with medical needs.

All parts of our building are accessible to current pupils with disabilities. Some areas in school have limited accessibility for pupils (none currently) and visitors to schools in wheelchairs. Internally there is one set of 4-steps leading from the main hall giving access to the Key stage 2 area and classrooms. Externally there are 3 sets of steps giving access to the Key Stage 2 playground at differing locations and 2 set of steps giving access to the Key Stage 1 playground, however, as there are alternative routes to all the above locations that are accessible to wheelchair users, we believe this is a reasonable adaptation.

## **b. Curriculum**

There can be challenges and barriers which could mean disabled pupils have limited or no access to some areas of the curriculum, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Many other issues affect the participation of disabled pupils for example: bullying, peer relationships, policies on the administration of medicines, the prevention of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten. In our school, all pupils with a disability currently have access to all areas of the curriculum (with adaptations as and when necessary, for example one to one support during lessons or supervised free play on large apparatus to ensure the safety and wellbeing of the children).

## **c. Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. We offer a range of different formats available for disabled pupils, parents/carers and staff (should this be requested or if we are aware of a disability that might require this).

## **4. Access Audit**

The school is a single storey building with wide corridors and several access points from outside. The hall and dining area are accessible to all. The entrances used by pupils and their families to enter our school grounds in the morning and at home times are fully accessible. Children enter the school building using a variety of entry points and all classrooms are accessible. The main door into school is automatic and opens on approach, making easy access into the building's reception area.

The school has internal emergency signage and escape routes are clearly marked. On-site car parking for staff and visitors has one dedicated disabled parking bay. Disabled toilet facilities are available behind the main reception, just off from the school hall. The main school reception is accessible for people who use wheelchairs giving access to the hall and KS1/EYFS areas but not KS2 classrooms, however, this area can be accessed via double doors opposite and as there is another entrance which is accessible to wheelchair users we believe this to be a reasonable adjustment.

**Our current Access Audit has revealed a number of issues:**

- Doors into some classrooms remain narrow for wheelchair users; access is available to all classrooms via a 'transport' wheelchair. Adjustments will be made if required for users of 'self-propelled' or 'motorised' wheelchairs
- There are no disabled toilet facilities available in the Early Years part of the school.

## **5. Management, coordination and implementation**

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority specialists to overcome any difficulties that may arise.

## ACTION PLAN

### 1: To increase the extent to which pupils with a disability can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with disability.

SHORT TERM				
AIM	STRATEGIES	PERSON RESPONSIBLE	SUCCESS CRITERIA	MONITORING
To ensure thorough handover of information from each year group and nursery	To identify pupils who may need additional or different forms/methods of communication for new intake in September	HT/SENCO and all teaching staff	Procedures/equipment/ideas are set in place by September	
To review all statutory policies to ensure that they reflect inclusive practice and procedures	To comply with the Equality Act 2010	HT and all subject leaders	All policies clearly reflect inclusive practice and procedure	
To keep up to date with all safeguarding training	Induction of new staff includes safeguarding training	HT/SBM/SENCO	Pupils safe at all times / staff aware of reporting procedures	Training records
To ensure lessons are appropriately, differentiated to ensure the participation of all pupils	A differentiated curriculum with alternatives offered. The use of appropriately set targets to assist in developing learning opportunities for children and also in assessing progress in different subjects. Multimedia activities to support most curriculum areas. Use of interactive ICT equipment Specific equipment sourced from occupational therapy	HT, SENCO, Class teachers, support staff	Children make good progress in accordance with their ability and achieve their targets	Lesson Observations, planning, pupil progress data.
To closely review attainment of all SEN pupils	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents/carers.	HT, SENCO and class teachers	Progress made towards Support Plan targets	Pupil Progress Meetings Half termly reviews of set targets
To take account of a variety of learning styles when teaching with the curriculum, the school aims to provide full access to all aspects of the curriculum by providing: (where appropriate)	Makaton resources, PECS (Picture Exchange Communication system) and 'See & Learn' in Early Years. Concrete Materials for hands on learning. Peer Tutoring Use of coloured backgrounds on smartboards or paper for worksheets, enlarged text, targeted personal support	Whole School	Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all pupils, parents/carers and staff with disability, are represented within the school	Lesson observations, planning

MEDIUM TERM				
AIM	STRATEGIES	PERSON RESPONSIBLE	SUCCESS CRITERIA	MONITORING
To closely review attainment of all SEN pupils	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents/carers.	HT, SENCO and class teachers	Progress made towards Support Plan targets	Pupil Progress Meetings
To take account of a variety of learning styles when teaching with the curriculum, the school aims to provide full access to all aspects of the curriculum by providing: (where appropriate)	Makaton resources, PECS (Picture Exchange Communication system) and 'See & Learn' in Early Years. Concrete materials for hands on learning. Peer Tutoring Use of coloured backgrounds on smartboards or paper for worksheets, enlarged text, targeted personal support	Whole School	Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all pupils, parents/carers and staff with disability are represented with the school	Lesson observations, planning

LONG TERM				
AIM	STRATEGIES	PERSON RESPONSIBLE	SUCCESS CRITERIA	MONITORING
To evaluate and review the above short and medium term targets annually	See above	SLT, Subject leaders, Governors	All children are making good progress	
To deliver findings to the Governing Body	Finance and Curriculum governor meetings	SENCO, SLT	Governors are fully informed about SEN and progress	

**Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services.**

SHORT TERM				
AIM	STRATEGIES	PERSON RESPONSIBLE	SUCCESS CRITERIA	MONITORING
To ensure classroom environment support pupils with sensory needs, ASD and ADHD	Each classroom, as required, to have work station with minimal distraction. Arrangement of furniture to allow maximum view and movement breaks	Class teacher	Classrooms have a range of resources including quiet spaces	
To continue up-skilling members of staff to have a working knowledge of multi-agency support available for all pupils	Ongoing audit re- current skills of all staff in relation to support services they can offer pupils	HT, all teaching staff, SENCO	Each child's needs known and teachers feel confident in dealing with potential situations. All policies and guidelines are available.	
To ensure all with a disability are able to be involved	Create access plan for individual children with Disability.  Undertake a confidential survey of staff and governors to ascertain Access needs and make sure they are met in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met where possible.	Teaching and non-teaching staff  HT, SBM, SENCO	Enabling needs to be met where possible	
To ensure all members of staff have up to date safeguarding training and are knowledgeable about school processes	Ensure all staff are receiving safeguarding training and know the referral process in school	HT, all staff	Each child's needs known and teachers feel confident in dealing with potential situations. All policies and guidelines are available	
To develop playground and equipment to support all pupils	Playground equipment available for all pupils	PE co-ordinator, Lunchtime Staff, Class teachers, Support Staff	Children happy and engaged in purposeful activities at lunchtimes	
To review access to classrooms in regard to width of doors	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements	SLT/Finance Committee	Enabling needs to be met where possible.	

LONG TERM				
AIM	STRATEGIES	PERSON RESPONSIBLE	SUCCESS CRITERIA	MONITORING
To make internal steps to KS2 areas more accessible to wheelchair users and those with disabilities	Install ramp/chair lift or suitable alternative to steps	SLT	Enabling needs to be met where possible	
To develop playground and equipment to support all pupils	Playground equipment available for all pupils	PE co-ordinator, lunchtime staff, class teachers support staff	Children happy and engaged in purposeful activity over lunchtimes	Observations
To review access to classrooms in regard to width of doorways	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements	SLT/Finance Committee	Enabling needs to be met where possible.	



**Aim 3: To improve the delivery of written information to pupils, family members and the wider community**

SHORT TERM				
AIM	STRATEGIES	PERSON RESPONSIBLE	SUCCESS CRITERIA	MONITORING
To address different aspects of disability through assembly / collective worship themes and class discussions	Hold regular collective worship / assemblies relating to SEAL or areas of intolerance that are experienced in school or in the wider community	HT/ all staff	There is an ethos of caring and tolerance of others emanated and demonstrated throughout the school	Discussions with pupils

MEDIUM TERM				
AIM	STRATEGIES	PERSON RESPONSIBLE	SUCCESS CRITERIA	MONITORING
To review information to parents/carers to ensure it is accessible	Consult parents/carers about access needs when child is admitted to school. Review all letters home to check that they are written in plain English. Produce newsletters in alternative formats eg. Large print, braille, according to need.	HT/SMB	Parents/Carers (who specify) receive information in a format that is accessible e.g large print.	Parent/Carer questionnaires, surveys
To make available any written material in alternative formats	All staff and parents/carers aware of services available for requesting information in alternative formats	HT/SBM	Written information available in alternative formats and languages on request. All admin staff, parents and community users know how to access alternative formats	Parent/Carer questionnaires, surveys
To make available school brochures, newsletters and other information for parents/carers in alternative formats	Review current school brochure and promote the availability in different formats for those that require it	HT/SMB	All school information available for all.	Parent/Carer questionnaires, surveys
To make visual timetables and resources available in each classroom to support learning and language development	Use of visual timetables	Class teachers and support staff	Visual timetables available for all pupils to see in classrooms	Learning walks
To promote the use of communications resources in EYFS	Training for EYFS staff	HT/EYFS leader	Children and staff using a variety of resources including Makaton, PECS (picture exchange communication system) and 'see and learn' as a form of communication on a daily basis	Observations