

# Accessibility Plan

School / Academy Name: Oundle CE Primary

Role	Designated Person
Headteacher	Mrs Jo Griffin
Designated Lead	Mrs Jo Griffin
Date approved by Academy Governance Committee	
Date to be reviewed	November 2023

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## 1. Aims

Oundle CE Primary 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 / academy is 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 / academy to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

(See below for action plan)

This plan will be made available online on the school / academy website, and paper copies are available upon request.

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

Our Trust'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.

We have included a range of stakeholders in the development of this accessibility plan. This includes *pupils, parents, staff and governors of the school / academy*.

## 2. 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, 0 to 25 years (2014)* '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 accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Equality Information and Objectives
- Special Educational Needs (SEN) Information Report
- Special Educational Needs and Disability (SEND) Policy
- Supporting Pupils with Medical Conditions Policy.

### **3. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by *pupils, parents, staff and governors of the school / academy* and approved by the Academy Governance Committee.

#### 4. Action plan

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

##### 1. Increase access to the curriculum for pupils with a disability

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
<ul style="list-style-type: none"> <li>• <i>Focus on inclusive high quality teaching</i></li> <li>• <i>Adapted and personalised curriculum for all pupils.</i></li> <li>• <i>Tailoring resources to support access to the curriculum.</i></li> <li>• <i>Curriculum resources to include examples of people with disabilities.</i></li> <li>• <i>Review of the curriculum to ensure it is inclusive</i></li> <li>• <i>Access to statutory assessment</i></li> <li>• <i>Access to extra-curricular activities, visits and trips</i></li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of lessons. Constant CPD throughout the year on quality first teaching.</li> <li>• Teachers encouraged to adapt learning and content of curriculum for individual children whilst still being ambitious.</li> <li>• Whenever an OT or EP suggest resources for a specific child we aim to purchase them to meet their needs.</li> <li>• The curriculum is reviewed every year to ensure the content is inclusive. Lesson observations to monitor the content of lessons and whether they are inclusive.</li> <li>• SENCO to communicate with off-site education centres to arrange pre visits for parents and children with disabilities and to confirm they are</li> </ul>	<p>SLT and teachers</p> <p>All staff</p> <p>SENCO</p> <p>SLT and SENCO</p> <p>SENCO</p>	<p>Every academic year.</p>	<ul style="list-style-type: none"> <li>• Lessons are monitored every term and book scrutiny's also in place.</li> <li>• SENCO/ SLT to check planning for adapted planning for children.</li> <li>• Resources are purchased when specific ones are referred to in reports.</li> <li>• Knowledge organisers are simplified for SEN pupils</li> <li>• The curriculum has had a massive overhaul to be more progressive and inclusive.</li> <li>• Lesson task boards to be made accessible for SEN pupils to break down tasks.</li> </ul>

suitable for children with disabilities.

## 2. Improve and maintain access to the physical environment

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
<p><i>Making environmental adaptations to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays/ Allocated parking space for parents.</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Access to specific area of the building</i></li> <li>• <i>Access to outdoor areas</i></li> <li>• <i>Emergency exits and evacuation procedures</i></li> <li>• <i>Allocated parking space for parents.</i></li> </ul>	<ul style="list-style-type: none"> <li>• To ensure ramps in in place in key areas of the school site.</li> <li>• To check door and corridor width is suitable for wheelchair and walker use.</li> <li>• To check access is easy available to outdoor areas.</li> <li>• To ensure the closest parking spaces near the hall are ear marked for disabled spaces.</li> </ul>	<p>Mrs Glover – SENCO</p> <p>Emily Carter – OT</p> <p>Jane Wilcox – site manger</p>		<ul style="list-style-type: none"> <li>• Ramps are in place in key areas of the school site.</li> <li>• To identify which exits are suitable for fire exits for disabled users.</li> <li>• The closest parking spaces near the hall are now ear marked for disabled spaces.</li> </ul>

### 3. Improve the delivery of information to pupils (and other stakeholders) with a disability

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
<p><i>Developing the use of a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Large print resources</i></li> <li>• <i>Laptops for children with OT or specific learning issues.</i></li> <li>• <i>Writing slopes</i></li> <li>• <i>Ear defenders</i></li> <li>• <i>Pencil grips</i></li> <li>• <i>Library audit</i></li> <li>• <i>More dyslexia friendly books.</i></li> <li>• <i>Adjustable chairs</i></li> <li>• <i>Rocking chairs</i></li> <li>• <i>Standing frame</i></li> </ul>	<p>SENCO to purchase or source any resources or equipment needed for children with SEN or a disability.</p>	<p>SENCO Resources listed in aims</p>	<p>Every academic year according to pupil need.</p>	<p>To have all necessary equipment purchased where possible if stated in a plan or report.</p>