



Oakhill Church School Accessibility Plan



Accessibility Plan Approved by:	Mr Morris – Headteacher School Governors
Adopted:	Summer 2018
To be reviewed:	Summer 2021
Term of Plan:	3 years

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10 of the Equality Act 2010 relating to accessibility for disabled pupils. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Introduction

Oakhill Church School is committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Objectives

The objectives of this plan are:

- To ensure all disabled students are fully involved in school life and are making good progress.
- To identifying barriers to participation and find practical solutions to overcoming these.
- To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
- To meet the requirements of Schedule 10 of the Equalities Act (2010) and the SEND Code of Practice (2015) in respect of disabled students.

Aims

Oakhill Church School aims, over a 3-year period, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility plan will contain relevant actions to:

1. Improve access to the **physical environment** of the school, adding specialist features as necessary. This covers improvements to the physical environment of the school and **physical aids** to access education.
2. 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. This covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment which may assist these pupils in accessing the curriculum. The action plan is attached relating to these key aspects of accessibility. The plan will be reviewed and updates on an annual basis
3. Improve the delivery of **written information to pupils, staff, parents and visitors** with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Oakhill Church School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable, relating to the key aspects of physical environment, curriculum and written information.

The Accessibility Plan will be monitored by the school Governing body.

Oakhill Church School Accessibility Plan 2018-2021

Improving the Physical Environment				
AIM	TASK	RESPONSIBILITY	TIME FRAME	OUTCOMES
Ensure that all fire exits are accessible to all.	Regular fire drills Buildings checks to ensure that exits are uncluttered.	Headteacher Buildings Manager Governors	Termly Fire Drills	Children, staff and visitors are kept safe and can exit the building quickly and safely in the event of a fire.
Provide an emergency call button with reset in the disabled toilet in the main corridor.	Obtain quotes for installing the emergency button/pull cord.	Headteacher Buildings manager Governors	September 2018	In the event of a medical difficulty, staff and visitors are able to seek assistance. <i>Due to the age and structure of the school building, it isn't feasible to have a disabled toilet.</i>
To provide a defibrillator, suitable for use with children and adults on the outside of the school building.	To obtain quotes and advice for attaching a defibrillator to the school outer front wall. Install defibrillator and train staff in the procedure for emergency use.	Headteacher Health and Safety manager Governors	January 2019	Pupils, staff and visitors will be able to be resuscitated using a defibrillator in the case of an emergency.
To provide a disabled access ramp to the new Nursery building.	To ensure that plans for the new Nursery building contain the provision for a disabled ramp that complies with Health & Safety parameters.	Headteacher Buildings Manager Governors	September 2019	Disabled pupils, staff and visitors have wheelchair access to the new Nursery building.

Improving the Physical Environment

AIM	TASK	RESPONSIBILITY	TIME FRAME	OUTCOMES
To provide wheelchair access to the school hall.	To obtain quotes for moving the outer doors in the hall further round the side of the building where the ground is sloped and ensure that a ramp is installed for wheelchair access.	Headteacher Buildings Manager Governors	July 2021 January 2019	Pupils, staff and visitors will have access to the school hall for assemblies and performances. <i>Temporary solution created – mobile ramps available.</i>

Improving Curriculum Access

AIM	TASK	RESPONSIBILITY	TIME FRAME	OUTCOMES
All teaching and support staff to receive training on disability issues.	Whole school staff training from: Learning Support Services, Educational Psychologist, Speech and Language, SEMH as needed.	SENDCo Headteacher	Ongoing	Staff develop more confidence and understanding of their role in relation to providing support for children with disabilities. Children are more able to access the curriculum – greater confidence in being supported.
Accelerated Reader – to be used for children at all levels of reading ability to access quality books.	Staff to be trained in the programme Accelerated Reader to use with classes to assess and support reading across KS1 and KS2. To ensure that all books that are accessed by Accelerated Reader are labelled and the number of books increased where there are levels of greater need.	Headteacher English Co-Ordinator	April 2019	Children across the school will be able to access good quality reading books at a levels that is personalised to them. Children will be able to make good or accelerated progress in their reading by reading books at their own level and be able to have responsibility for their own learning through quizzes when they are ready.
To be able to use Numicon as a visual aid in the classroom to support number work and as an intervention.	To purchase the Breaking Barriers Numicon resources and staff to be trained into how to deliver it in the classroom and as an intervention.	SENDCo	March 2019	Staff will be able to use Numicon as a learning resources within the classroom to support children with SEN. Teachers and Teaching Assistants will be able to implement Numicon as an intervention to small groups.

Improving Curriculum Access

AIM	TASK	RESPONSIBILITY	TIME FRAME	OUTCOMES
Teaching Assistants to be trained to implement interventions that reduce the gaps in children's learning across all year groups.	Numicon Training for teachers and Teaching Assistants. Precision Teaching and probes intervention. Rapid Phonics training. Rapid Maths training.	SENDCo Headteacher	July 2019	A reduction in the learning gaps of some pupils who require additional support in English and Maths. Teachers and Teaching Assistants feel confident in providing Wave 2 support in the classroom.

Improving Delivery of Written Information

AIM	TASK	RESPONSIBILITY	TIME FRAME	OUTCOMES
Range of physical aids for pupils with sight impairments.	Coloured overlays used for pupils. Pupils to be seated near the front of the classroom, near the whiteboard. Use of enlarged fonts for texts. A3 copies of written resources. Use of laptops/iPads to record. Enlarged, visual timetables	SENDCo – coloured overlays Class Teacher Teaching Assistant where applicable	May 2019	Children with visual impairment will be able to access the curriculum and feel confident in their ability to access class texts.
Range of physical aids for parents with sight impairments.	A3 Photocopy of letters, school newsletters. Emailed letters	School Office	October 2018	Parents with visual impairment feel included and valued. Communication between school and parents is improved.
Test Access Arrangements	Standard practice of: Enlarging test papers Use of a scribe Use of a reader	Class Teacher Teaching Assistant SENDCo	May 2019	Children with Literacy difficulties are able to access tests and work to the best of their ability.
To provide a forum where parents are actively involved in the school development and learning opportunities of the school.	A termly Parents Forum to be created with each meeting around a particular theme, which will be advertised beforehand.	Assistant Headteacher Headteacher	September 2019	Parental voice is valued and the theme of each forum is advertised clearly in advance to enable parents to contribute.