



Oakhill Church School Accessibility Plan



Accessibility Plan

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments where ever practicable.

Accessibility Plan 2024-2027

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.



Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

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.

Increasing Access for disabled pupils to the school curriculum



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This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- Staff to be trained yearly with external professionals
- Manipulates trained and used e.g. numicon

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- Disabled parking
- Ensuring steps have appropriate handrails and are clearly labeled
- Accessible access to the school building
- Adjustments to rooms and timetables to cooperate

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

- A3 enlarge letters, newsletters etc.
- Test access arrangements

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan



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Short term – within 6 months
 Medium Term- within 1-2 years
 Long term- 3 years and more

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Clear, marked disabled space	-Contact Somerset Council to make out disabled space visible on floor and on wall visible for all to see	Office/Caretaker/SENCO Somerset County Council	Short-term	Within 6 months	
Disabled toilet	-Disabled toilet available in nursery. For reset button to be properly installed and working -For doors to be easily opened and closed and for a proper lock to be installed in both toilets -Disabled toilet in school building to be arranged. -No disabled toilet in school building, the disabled toilet has no room for wheelchair user. Wooden shelf to be removed.	Headteacher/Trust	Meduim Term	1 year	




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Access to the physical environment - statutory					
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Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
White Line painted	-White line painted going from concrete to wooden decking to show different texture at front of school by office.	Care taker	Short term	Redone yearly	
Nursery fire exit	<p>-Nursery fire exit is currently steps, there needs to be added two lower hand rails on either side so that children can use.</p> <p>-Slope (Long term goal) so that anyone can exit the nursery building.</p> <p>-Landing part of fire exit needs to be made bigger as when shut the door small area for everyone to stand</p> <p>-Wooden railing is currently temporary fixed with a shelf, this needs to be done with weather wood that won't rot in the rain.</p>	Care taker/Trust/SLT	<p>Medium term</p> <p>Long Term</p>	Within next 2 years	
Nursery outside area	-Nursery step to be flatten, so not uneven	SLT	Short term	Within year	



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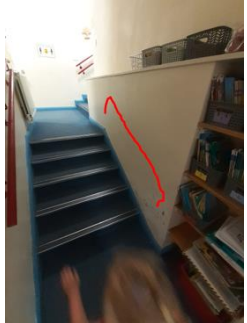



	-New wood bark area but ramp to be accessible to all				
Entrance into school by Blue Castle Door	-Floor is uneven so suggested tarmac to be dug up and relayed with a contrasting sponge mat through the middle. -White lines to be painted as you approach the uneven floor	SLT/Trust	Long Term	Within 3 years	
Hall Entrance from outside	-Big step with handrail which is unsuitable. -Painted white clearly -Handrail to be over seeing the first step -Slope going down from hall to the floor, ensuring there aren't two steps. -Electric doors opening up of doors going into the hall.	Trust/Headteacher	Long Term	Within 5 years	
Pirate ship	Edges around the pirate ship need to be painted yellow to ensure showing different gradient Painted lines from floor to slope onto the playground to show different gradient	Care taker	Short term	Redone yearly Summer Holiday	



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Elm Fire exit	<ul style="list-style-type: none"> -Handrails to be painted with antislip paint -Steps to be freshly painted to show each step -Two handrails to be added either two steps at top 	Care taker	Short term	Redone yearly Summer Holiday	
Library	<ul style="list-style-type: none"> -Handrail to be added other side of the stairs -E-Vac chair to be looked into so that the library can be accessible to all 	Caretaker/Headteacher Trust	Medium Term Long term	Year 10 years	
Reception classroom	<ul style="list-style-type: none"> -Handrail otherside going down into classroom (only one side) -Den step to be redone as a ramp and not wooden pallet for easy access -Reception outside area by mud kitchen to be levelled. Stone slabs raised at the moment- put something on to stop injury or tripping. -Handrail on both sides of the wall ground down the steps. 	Care taker/Headteacher	Short Term Medium Term Long term Medium Term	Within a year	 



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Children's toilets	-All children to have toilet seats with two seats for the children	Headteacher	Long term		
Hallway	Steps going down into hall to be coloured yellow, contrasting colour of black and blue	Care taker	Medium Term	Within a year	
Accessible to playground	-quicker pathway to be created from school to playground so easy accessible for all.	Trust/SLT	Long term	Within 5 years	

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Power Door going into school office entrance	-Powered door which opened both doors for anyone to access through the school front door -Push button to be accessible to open doors	Trust	Long term	Within 5 years	



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Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All teaching and support staff to receive training on disability issues	Whole School training from; Learning support, speech and language, Educational psychologist when needed	SENCO	Long term	Reviewed year on training	
Numicon training for all staff	For all staff to have training on using Numicon with the class	SENCO/Maths Lead	Medium Term	Yearly reviewed	
Interactive whiteboard clear	<p>Interactive whiteboard to be clear surrounding the board to help with vision</p> <p>-All ppt to use a coloured background to ensure children are able to see the text clearly</p> <p>-Text in Letterprint size 12 smallest and children with glasses to be near front of the classroom</p>	Class teacher	Short-term	Reviewed yearly	



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Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Range of physical aids for parents with sight impairments	-A3 Photocopying of letters, school newsletters and emailed letters	Office Staff	Short-term	Ongoing	
Parents who don't have modern technology	-Print off any letters, school letters, emailed -Support in helping with parent mail via the office	Office staff	Short-term	Ongoing	
	Standard practice of enlarging test papers, use of a scribe, use of a reader	Class teacher	Short-term	Ongoing	



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Test access arrangements					
EAL parents and children	Information from school about school newsletters, letters, emails to be transferred into preferred language for parents/children to understand	Class teacher/Office	Short-term	Ongoing	