

Accessibility Plan



Reviewed by Headteacher – M Haywood

Accessibility Plan

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 for Education’s guidance on statutory polices for schools. The plan must be reviewed by the Headteacher or a nominated Governor approved by the Governing Body.

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We believe it is our duty to prepare and publish an equality policy that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

We are proud of our ethos of inclusion, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. We have a close liaison with parents and outside agencies. All school users will benefit from the school’s equality policy as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment which values and includes all pupils, school personnel, 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, acceptance and inclusion.

We have in place an Accessibility Action Plan designed to increase the accessibility of provision for all pupils, staff and visitors to the school.

Old Park is a purpose-built, fully accessible building for any person with physical disabilities. We are a school that can be easily accessed by wheel chair users having wide corridors with ramps and door openings; disabled toilets/shower room. All outdoor areas are fully accessible.

There is on-site car parking for staff, which includes an area for disabled parking. All entrances to the school are flat and have wide doors fitted. The main entrance features an automatic door and has been fitted with a low level counter, thus being fully accessible to wheelchair users.

The school has internal emergency signage and escape routes are clearly marked.

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.

Old Park Primary School Accessibility Plan

(Reviewed September 2018. Next review September 2021)

Our SEND philosophy places SEND children at the heart of personalised learning and our curriculum is tailored to meet individual pupil needs. Old Park Primary is a fully inclusive school and we are passionate in our drive to ensure all pupils achieve their potential in all areas of school life.

Where children have additional needs they will be supported in accessing the full curriculum through specialist equipment and/or human resources.

The curriculum is planned to be multi-sensory in order to support children’s differing learning styles.

At times modifications to the curriculum may be implemented.

Teachers use a range of strategies to meet children’s special educational needs. Lessons have clear learning objectives, work is differentiated appropriately, and assessment is used to inform the next stage of learning. (Further information can be found on our school website – Our SEND Offer)

Development area	Targets	Strategies	Outcome and by whom
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for ASD/ADHD; SEMH needs. Differentiation of the curriculum.	Support from school’s attached EP’s following the Plan, Review and Do model.	EPs Inclusion Manager Staff confidence is raised in strategies for differentiation Increased pupil participation achieved Children’s needs are met both within school and outside on the playground

<p>Improve learning and curriculum access for children with disabilities</p>	<p>Be aware of staff training needs in relation to specific children and their needs e.g. learn to sign to support child with hearing impairment</p> <p>Staff work with appropriate outside agencies to support children with physical disabilities.</p> <p>Provide resources recommended by Outside Agencies. E.g. Occupational therapist, teacher of the deaf, speech and language therapist etc.</p>	<p>Support from outside agencies such as: OT, SALT, SIS</p> <p>Care plans developed</p>	<p>SENCO, outside agencies and headteacher</p> <p>Class teachers Deputy Inclusion Manager</p> <p>Nursery Lead Teacher and Nursery Supervisor</p> <p>Raised confidence of all staff</p> <p>Children able to fully access the curriculum and all areas of school life</p>
<p>Ensure that school communication is accessible to all parents where there are barriers with literacy or language or vision/hearing impairments</p>	<p>Work with EAL teacher and TA to identify where translations are needed.</p> <p>Ensure website/newsletters/letters are accessible to all.</p>	<p>Office staff trained in sign language</p> <p>Audio version of Newsletter on phone system</p> <p>Newsletters/letters are translated for families</p>	<p>Administrators</p> <p>Headteacher</p> <p>EAL teacher</p> <p>EAL TA</p> <p>IT Support Assistant</p> <p>All families are able to access information from school.</p>
<p>Make the Access Plan accessible to families</p>	<p>Publish the access plan on the school website</p>	<p>Parents can see the work to be carried out and see responses to issues raised through parent questionnaires</p>	<p>IT Support Assistant</p> <p>Access Plan is published on the School Website</p>
<p>Review fire alarms and lights to ensure children with hearing impairments are aware when the alarm sounds</p>	<p>Ensure children with hearing impairments are aware when the fire alarm sounds</p>	<p>Develop a system that works visually alongside the alarm sounding</p>	<p>Hearing Impairment pupils know that the fire alarm is sounding and can leave the building safely</p> <p>Site Manager</p>