

OAKWOOD JUNIOR SCHOOL

Accessibility Plan

Review Date	Autumn 2016
Reviewed by	FGB
Review Cycle	Every 3 years
Next review due	Autumn 2019

Signed :.....

Name :.....
on behalf of the Governing Body of Oakwood Junior School

Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils to:

- Not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities.

The 2010 Equality Act requires local authorities to prepare an accessibility strategy. This plan sets to:

- Increase the extent to which disabled pupils can participate in the school curriculum.
- Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The School:

- Is committed to ensuring equality of education and opportunity for all our pupils and staff and all those who are part of our school community or use our school facilities. This includes those who are disabled.
- We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and can participate fully in school life.
- We aim to address the needs of all our children, parents, staff and the wider community.
- We will work with all outside agencies who can advise staff and support pupils within school.
- We will ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides.
- We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.
- We will reduce and eliminate barriers to access to the curriculum and to full participation in the school community for disabled pupils, parents, and visitors.

This accessibility plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

Disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities (Equality Act 2010).

Physical or mental impairments can include sensory impairments and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

Accessibility Plan

Removing Barriers

The school must make reasonable adjustments to ensure that pupils, members of staff and of the public are not disadvantaged by any form of disability.

Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will try and face the child when addressing the class.

Our accessibility plan covers the measures we have taken and plan to take in the future to improve accessibility and equal opportunities in our school.

The Physical Environment

We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, we will try to improve the following:

- Access to the school, by installing ramps, handrails or doors etc.
- Movement around the building, for example, by adaptations to signs, such as clear print or colour schemes.
- accommodation within the building, by providing toilets for the disabled or sound-proofing for pupils with impaired hearing.
- Furniture, by procuring rise-and-fall tables, sinks etc
- Information and communication technology, by selecting appropriate hardware and software.

The Curriculum

We use a range of differentiated teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all students can participate in all aspects of school life.

We will promote positive language and images.

We review the way in which resources are matched to the needs of all children. If necessary, to improve our provision, adjustments will be made.

Information

We will review our information to make it accessible in alternative formats that are clear and user-friendly such as large print or sign language.

We will be aware of the needs of those with disabilities, be they pupils or parents/carers.

Monitoring

We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils and groups of pupils are making the best progress possible.

Accessibility Plan

		TARGET	STRATEGY	OUTCOME
PHYSICAL ACCESS	The school site is on one level making the vast majority of the site accessible. The school has a disabled toilet accessible from all classrooms and teaching areas.	<ul style="list-style-type: none"> To regularly review all areas of the school in order to ensure that there are no physical barriers to access for pupils with a range of disabilities. When planning future improvements and changes to take account of needs of pupils and parents/carers with a range of disabilities 	To monitor progress of plan	<ul style="list-style-type: none"> Full physical access to the curriculum Regular review of premises Governors kept updated.
CURRICULUM ACCESS	Staff receive training to ensure the curriculum is made accessible to all pupils. The school utilise specialist support where required.	<ul style="list-style-type: none"> All staff to be made aware of any identified disabilities and implications for learning All staff to be aware of National curriculum inclusion statements i.e. <ul style="list-style-type: none"> -Setting suitable learning challenges -Responding to diverse learning needs -Overcoming potential barriers to learning Ensure all staff use these to inform differentiated planning and provision. Staff to be aware of available specialist support Ensure pupils can participate in wider curriculum provision and monitor progress To be aware of potential intake and possible access needs To develop and maintain the plan 	<ul style="list-style-type: none"> Staff meeting and training Directory of support Audit of activities Provide access training relevant to whole school and individual pupil needs Provide training with appropriate support services for relevant staff 	<ul style="list-style-type: none"> Full curriculum access for pupils with a range of disabilities All staff area aware of range of interventions available in school to meet needs of all pupils. All staff feel confident and supported in dealing with wide range of ability/disability School to have a wide range of teaching styles and resources available for all areas of the curriculum
ACCESS TO INFORMATION	The school utilise the specialist support of interpreters and sign language for events such as performances and parents evening,	To identify any materials or events where access to information may need to be altered in order to ensure that disabled pupils ad/or parents/carers have full access to information.	<ul style="list-style-type: none"> Regular review of need and delivery of alternative formats as needed. Create alternative means of communication as needs are identified 	<ul style="list-style-type: none"> Support services consulted where required Progress reported to governors Information available for parents and pupils in a variety of formats