



Oakfield Community Primary & Nursery School

Accessibility Plan Policy

2023 - 2025





Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), '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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Rationale

At Oakfield Community Primary School & Nursery, our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

We work hard to ensure there are no invisible children here, recognising and considering everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Oakfield Community Primary School & Nursery is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – these covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe. The Stapleford Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.



Physical Access Audit & Plan					
Item	Issue	Yes	No	N/A	Action
1	Is furniture and equipment selected, adjusted and located appropriately?	✓			
2	Are pathways and routes logical and well signed?	✓			
3	Do you have emergency and evacuation procedures to alert all students?	✓			
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	✓			Where applicable and sourced through appropriate channels.
5	Do furniture layouts allow easy movement for students with disabilities?	✓			
6	Are quiet rooms/calming rooms available to children who need this facility?	✓			
7	Are car parking spaces reserved for disabled people near the main entrance?	✓			1x space at main entrance.
8	Are there any barriers to easy movement around the site and to the main entrance?		✓		
9	Are steps needed for access to the main entrance?		✓		
10	Do all steps have contrasting edging?	✓			
11	If there are steps, is a ramp provided to access the main entrance?			✓	
12	Is there a continuous handrail on each ramp and stair flight and landing.	✓			
13	Is it possible for a wheelchair user to get through the principal door unaided?	✓			
14	If no, is an alternative wheelchair accessible entrance provided?			✓	
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	✓			
16	Do all internal doors allow a wheelchair user to get through unaided?	✓			



17	Do all the corridors have a clear, unobstructed width of 1.2m?	✓			Staff reminded regularly not to block corridors.
18	Does each corridor/block/building have a wheelchair accessible toilet?	✓			2x disabled toilets.
19	Does the relevant block have accessible changing rooms?	✓			
20	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?	✓			
21	Does the building have a lift that can be used by wheelchair user to allow access to different X levels?		✓		Not required.
22	Is there a continuous handrail on each internal stair flight?	✓			
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.		✓		
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?	✓			
25	Are non-visual guides used to assist people to use the buildings?	✓			Staff/fire marshalls
26	Could any of the décor be confusing or disorientating for students with disabilities?		✓		Neutral colours used throughout school.
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	✓			

Learning Access Audit & Plan					
Item	Issue	Yes	No	N/A	Action
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		✓		Not all staff receive training but training needs are regularly reviewed.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	✓			



3	Do all staff seek to remove all barriers to learning and participation?	✓			
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	✓			
5	Are all children and young people encouraged to take part in music, drama and physical activities?	✓			
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?	✓			
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	✓			
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	✓			
9	Do you provide access to appropriate technology for those with disabilities?	✓			

Information Access Audit & Plan					
Item	Issue	Yes	No	N/A	Action
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	✓			



2	Do you have the facilities such as ICT to produce written information in different formats?	✓			
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	✓			

Monitoring arrangements

This policy will be reviewed by the Headteacher, Site Manager and H&S Officer. At every review, it will be approved by Joanne Makin and Eric Burke.

Headteacher: Mrs J Makin Signed:  Date: 15th July 2023

Chair of Governors: Mr E Burke Signed:  Date: 15th July 2023

Policy Schedule

<u>Date</u>	<u>Details</u>	<u>Shared</u>
July 2023	Policy Created	Staff: September 2023 Govs: Autumn Term