Accessibility Plan

Policy Name	Accessibility Plan
Version	V1 Based on Model Policy from the Key for School Leaders
Policy Owner	Head

Governing Board or Working Group Approval	Last reviewed: Autumn 2019 Resources
Next Review Date	Autumn 2020

Contents

1. 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 disabled pupils can participate in the curriculum

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled pupils

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.

Our Vision

For all learners to have courage to embrace new experiences with confidence; work co-operatively, whilst respecting and caring for others; be curious about the whole world and enjoy learning for life.

Our Strategic Aims

To provide a curriculum which inspires a 'love of learning', love of life and which contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being and where we are valued as individuals. To provide a safe and inclusive learning environment.

.

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. Oakfield is a Surrey Maintained Community School. Oakfield is part of the ELP (Effingham Learning Partnership) a confederation of schools in the local area.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim Outcomes	Current good practice *Include established practice and practice under development*	Actions to be taken	Person responsible	Date	Monitored
All staff and governors are aware of the Single Equality Scheme and have awareness of their responsibilities	*New staff receive training on the Equality Act as part of their induction and all staff will complete refresher training when required (Educare online training).*	Raise awareness of Single Equality Scheme at: - Induction - Staff meetings - Governor meetings	SLT	Ongoing	Headteacher & Governors
Canvass opinions of parents and all stakeholders about the school in order to help shape the school development plan	*Encourage diverse participation*	Carry out annual parent survey Invitation to all parents to be part of the Parent Voice meetings	SLT	September 2019 July 2020	Headteacher & Governors
The whole school community will be included in the life of the school	*Hold and celebrate diversity days* *Varied events held by FRIENDS e.g. Comedy, Quiz, Fireworks etc.*	When planning community events, consider the breadth of appeal that these events have Monitor uptake of clubs and	HT Chair of Friends	September 2019	Headteacher & Governors

	Disadvantaged pupils have good involvement in clubs and extra-curricular activities	plan accordingly			
Links to be established with members of our local community	*Projects with local schools, organisations*	Choir build on links with local senior citizens, schools Eco club to support local environment work	Choir Leader Pupil Voice Leader	December 2019 May 2020	Headteacher & Governors
Parents to have equal access to all communication	*Parents survey results are positive about school communication*	Newsletter by parent mail Text reminders Offer of reading to parents via Office	Office	Ongoing	Headteacher & Governors
Further increase access to the curriculum for pupils with a disability	*Curriculum progress is tracked for all pupils, including those with a disability.* *Targets are set effectively and are appropriate for pupils with additional needs.* *Our school offers a differentiated curriculum for all pupils.* *We use resources tailored to the needs of pupils who require support to access the curriculum.* *Curriculum resources include examples of people with*	Monitor the progress of vulnerable groups following assessments, via pupil asset at Pupil Progress Meetings, YGL and SLT meetings and Governors meetings RE plans to include visits to a variety of places of worship or from a variety of faith leaders Reasonable adjustments will	Pupil Premium Leader Sports and Clubs Leader RE Leader	Termly	Headteacher & Governors

	disabilities. *Greater opportunities for pupils to visit or learn more about different faiths* *The curriculum is reviewed to ensure it meets the needs of all pupils.*	be made to include all pupils fully this will include inclusion in all school visits and residentials			
Improve disability access		Add sign 'if you need assistance ring …' office number at entrance to school.			Headteacher & Governors
Improve and maintain access to the physical environment	*Risk assessments are carried out to ensure all stakeholders can access every aspect of school life/building* *The environment is adapted to the needs of pupils as required.* *This includes:* • *Ramp into hall* • *Elevator* • *Stair lift* • *Disabled door onto accessible outdoor learning area* • *Disabled toilets (creative cabin, mens toilets, centre)*	Investigate options for access to the front entrance of the school	Business Manager	Long term project	Headteacher & Governors

	and changing facilities				
Improve the delivery of information to pupils with a disability	*Our school uses a range of communication methods to ensure information is accessible. This includes:* • *Internal signage* • *Large print resources* • *Pictorial or symbolic representations*		SENDco		Headteacher & Governors

4. Monitoring arrangements

This document will be reviewed annually.

It will be approved by the Resources governing board committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessments
- Health, safety and welfare policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy