

Oakridge Community Primary School Accessibility Plan

3-year period covered by the plan: 2021-2024

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, under Part 4 of the DDA:

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.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

increasing the extent to which disabled pupils can participate in the school curriculum;

improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

Oakridge is a mainstream primary school for boys and girls with a nursery attached. The school is one building on one level with no stairs or steps.

The School's Aims

To be at the heart of our locality by working in partnership with families and the wider community

To be a learning community which fosters creativity, independence and a passion for learning.

To enable our children to develop the essential skills for a happy and fulfilled life.

To deliver first quality teaching, with high expectations for all, that enables children to succeed and achieve their potential.

To provide a nurturing and stimulating environment that supports and celebrates learning

For all members of the school community to model positive, respectful relationships.

We are working within a national framework for educational inclusion provided by:

SEN & Disability Act 2001

The SEN Revised Code of Practice 2014

The Disability Discrimination Act (amended for school 2001)

Code of Practice for Schools (Disability Rights Commission)

OFSTED

Our Aims are to provide:

Full access to the curriculum – ensure that all children can access the curriculum at an appropriate level for their stage of development through quality first teaching, specialist pupil aids and materials.

Full access to the physical environment – audit of internal doors to ensure wheelchair access isn't restricted and carry out widening works if needed.

Full access to information – provide links to translation services, braille versions if possible and website ensure website is friendly.

Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

All entrances to the school are flat and have wide doors. The main entrance has double doors is fully accessible for wheelchair users. There are disabled toilet facilities available fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

We aim to support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs.

We consult with experts when new situations regarding pupils with disabilities are experienced.