



## **Accessibility Plan**

**2023-2025**

At Oakridge Community Primary School 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 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.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period (2023-25).

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.

We understand that the Trust will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding accessibility) and will advise upon the compliance with that duty.

### **Aims**

Oakridge Community Primary School 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 parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality.

The Accessibility Plan contains objectives to:

1. Increase access to the curriculum for pupils with special educational needs and disabilities 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 it is in breach of its 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 and 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.
2. Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
3. 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.

Objective No.	Person(s) responsible	Timescale	Actions to achieve:	Success Criteria
1	Head of School	Ongoing	<ul style="list-style-type: none"> <li>- Ensure Evolve (educational visits management portal) is used to consider adaptations to all curricular and extra-curricular educational visits.</li> <li>- Communication between staff and parents of children with SEND, through termly IEP reviews,</li> </ul>	<ul style="list-style-type: none"> <li>- All children have access to a broad and balanced curricular and extra-curricular provision.</li> <li>- Stakeholder feedback demonstrates effective communication between school and home,</li> </ul>

	Educational Visits Coordinator  SENDCo		<p>to ensure all needs are met during the implementation of the curriculum and extra-curricular activities.</p> <ul style="list-style-type: none"> <li>- IEPs and EHCPs actively reflect the adaptations required (if any) for children with SEND to be successful in and out of the classroom.</li> </ul>	<p>especially in regards to adaptations for curricular and extra-curricular provision.</p> <ul style="list-style-type: none"> <li>- SENCo monitoring reflects improved provision contained in IEP and EHCP documentation.</li> </ul>
2	Head of School  H&S adviser	Ongoing	<ul style="list-style-type: none"> <li>- Any new issues relating to the physical environment of the school are identified.</li> <li>- Environments reflect whole-school provision maps, to ensure all learners are able to access the curriculum and classroom.</li> <li>- The most recent research is used to inform classroom environments and their impact of children, especially those with SEND.</li> <li>- Pupil voice is heard and acted upon through the school council, worry boxes in classes and trusted adults.</li> </ul>	<ul style="list-style-type: none"> <li>- The school is prepared for a wide range of SEND as its environments, where reasonable, have been adapted.</li> <li>- Whole-school provision maps and staff training are used to provide effective learning environments for students with SEND, so that they are able to better access learning without unnecessary individual adaptations.</li> <li>- Pupil voice (within IEPs) reflect students feelings that their needs are better understood and met.</li> </ul>
3	Head of School  Admin staff	Ongoing	<ul style="list-style-type: none"> <li>- Information is presented in ways that are easy to access, e.g. modified/translated texts; screen reading technology/support; paper-based versions of documents.</li> <li>- Translated/adapted versions are easily available via the office and parents are reminded of this every term through the school newsletter.</li> <li>- Translation function available on website.</li> <li>- Additional support is offered for those unable to access written information.</li> </ul>	<ul style="list-style-type: none"> <li>- Stakeholders are able to access all information easily.</li> <li>- Parent survey reflects that they are able to access information, especially that relating to SEND, easily.</li> </ul>

### Equality Objectives

Across the Trust, and in line with the national context, we have identified that there is a gap between the attainment of pupil premium children and non-pupil premium children. We are aiming to eradicate this. More details on this can be found in our Pupil Premium Strategy.

There is also a significant gap between the attainment of children with SEND and those without. We are exploring ways to accelerate progress of these children, using the most recent research to inform our practice. As our cohort of children with SEND is small, this information cannot be published, to maintain anonymity.

We have identified many vulnerable children in our Trust and we are therefore embarking on the Nurture School training, using the Boxall Profile in order to become a Nurture Trust to support the emotional wellbeing of all children. This will be evidenced in our progress against the Nurture Schools assessment framework.

### **Reasonable adjustments made by the school**

- From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements/Educational Health Care Plans (EHCP) or from other sources. Additional high needs funding may be available on application to the local authority.
- The school brochure or any other written information can be made available in large print, or translated into different languages if requested.
- Standards of behaviour are differentiated and support is put in place for those pupils who find it difficult to behave well.
- Individual Education Plans have been developed to support a range of areas of need (cognition and learning including dyslexia; communication and interaction including Autistic Spectrum Disorder and speech, language and communication needs; social, mental and emotional health and physical and sensory needs). The school records adaptations to provision in the children's individual records.
- Individual Education Plans are discussed with the children and their parents/carers and progress against targets is discussed.
- Planning is adapted to allow all pupils to participate. All pupils are able to participate in extra-curricular activities, including educational visits and residential stays.
- Different forms of communication are made available to enable all pupils to express their views and to hear the views of others.