

Accessibility Policy

Reviewed By	Approved By	Date of Approval	Date of Next Review
Ed Whitehead	 Jo Pagdin	11.07.2024	01.09.2025



Purpose of the Plan

The purpose of this plan is to show how Oakworth Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

At Oakworth Primary School we are committed to ensuring **equality** of education and opportunity for all pupils, staff and carers irrespective of race, gender, disability, faith, religion, socio-economic background, sexual orientation, age or culture.

Definition of Disability

A person has a disability 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 carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

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, which included teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;*
- *Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.*
- *Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled, e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.*

Contextual Information

All playgrounds are wheelchair accessible. We have wheelchair access into the building via the main entrance and side doors (via ramps). Our ground floor (except nursery) is accessible by wheelchair, our Nursery can be accessed from the outside entrance.

We have an out of school club, which is wheelchair accessible.

The Current Range of Disabilities within Oakworth Primary School

Currently the school has a number of children with ASD diagnoses, ADHD, physical disabilities and hearing impairment. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents for example; EHC Plans, Care Plans, Cycles (IEPS).

We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Spare inhalers are kept in the main office.

Some children have allergies which require them to access an EpiPen, these are kept in the child's classroom. Lists of all children's allergies and dietary requirements are kept in the main office, kitchen and classroom. This is updated throughout the year.

Oakworth Primary School Accessibility Plan 2023-2024

Targets	Strategies	Outcome	Timeframe	Achieved
EQUALITY AND INCLUSION				
To ensure that the Accessibility Plan becomes an annual item at the FGB meeting.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.	Annually.	
To improve staff awareness of disability issues.	Review staff training needs.	Whole school aware of issues.	On-going.	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going.	
PHYSICAL ENVIRONMENT				
To ensure that, where possible, the ground floor is accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows. Identify improvements to nursery to ensure access from internal doors.	Modifications will be made to the school building to improve access.	On-going.	
Improve the access in the dinner hall for all children.	Routines and 1 way system in place- children with specific needs have set plans and other children aware of this	Changes to be made to the dinner hall as required. Children able to access food options and develop independence in the setting.	Audit Week 1. Audit Week 5. Continue to monitor throughout year.	
CURRICULUM				
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENDCO to review the needs of children and provide training for staff as needed. Identify needs of new staff.	Staff are confident at making curriculum adjustments to meet the needs of children across school.	Set out plan in Sept. Ongoing review.	

Ensure that all children are able to access all out of school activities e.g. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out of school education will comply with legislation to ensure that the needs of all children are met.	On-going.	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by the SENDCO.	
To meet the needs of individuals during statutory assessments.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Ongoing assessments in the classroom. Review in Feb. Plans in place for May.	
WRITTEN / OTHER INFORMATION				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Parents/carers can access school information.	As needed.	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold Consultation evenings by phone, virtual meeting or send home written information.	Parents/Carers are aware of their child's progress.	Termly for Cycle reviews. October, February and July for Parents' evening.	

Monitoring and review

This policy and plan will be reviewed throughout the year by the SENDCo. It will be presented to the governors annually.

To be reviewed September 2025