



Oaks Primary Academy

Accessibility Policy and Strategic Plan

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Revision Log (last 5 changes)

Date	Version No.	Brief detail of change

Oaks Primary Academy

Part of the LEIGH ACADEMIES TRUST

Accessibility Policy

1. Vision Statement:

1. Vision Statement: Under the *Equality Act (2010)*, schools should have an Accessibility Plan. 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.

The Accessibility Plan is a statutory document listed in the Department for Education’s, ‘Guidance on statutory policies for schools’. The Plan will be reviewed yearly by both the SENCO and governing body to ensure it is always up to date. If there is any reason for the plan to change in accordance to new circumstances at the academy the person must log the change on the revision log on page one. At Oaks Primary Academy, the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the Academy Development Plan and will be monitored by the SENCO and evaluated by the relevant Governors’ committee.

At Oaks Primary Academy, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Oaks Primary Academy Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the Academy. The document will advise other Academy planning documents and policies.
- 2) The Accessibility Plan has been written to include and support the aims in the, 'Special Educational Needs Information Report'. We understand that the Local Authority will monitor the Academy's activity under the *Equality Act (2010)*, in particular, Schedule 10 regarding Accessibility and will advise upon the compliance with that duty.
- 3) Oaks Primary Academy 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 with regard to disability and to developing a culture of inclusion, support and awareness within the Academy in doing so; we are ensuring we have met the expectations within the Equality Act 2010.
- 4) The Oaks Primary Academy Accessibility Plan demonstrates how access for disabled pupils, staff and visitors to the Academy and allows consideration for future improvements if necessary.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. If a Academy 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 Academy 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 Academy, adding specialist facilities when necessary. This covers improvements to the physical environment of the Academy 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 Academy and Academy events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Oaks Primary Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole Academy training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following Academy policies, strategies and documents:

Behaviour Policy

Equal Opportunities Policy

SEND Policy

Curriculum information

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the Academy, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the Academy prior to the end of each period this plan covers in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when Academy policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the Academy website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

12) The Academy will work in partnership with the LAT and the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____ Date _____

Accessibility Plan

Aims and Objectives

Our Aims are:

- Ensure equal access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment

Our objectives are detailed in the Strategic Plan below

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the Academy, we collect information on disability as part of our data collection forms sent at the beginning of each academic year.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, Academy trips for pupils with medical needs; the Academy makes adjustments in order not to isolate an individual. For example, different games and adult support is available to ensure all children have something to do at lunch and break times. Transport and staffing levels are adapted for disabled pupils in order that they can access after school clubs and Academy trips. All areas in the Academy are accessible to wheelchair users, when a child starts with a more complex disability the environment is checked for the safety and to ensure no adaptations are required.

Curriculum

The Academy ensures that all children of all abilities have full access to the curriculum. Additional teaching aids are available as required to ensure full access, for example for children with literacy difficulties there are tailored books made available to them as well as other resources tailored to meet their needs.

Information

The academy uses various communication strategies to ensure all pupils have the platform to express their views and to hear the views of others. We aim to ensure information is provided in the necessary range of different formats available for disabled pupils, parents and staff.

Access Audit

The Academy is a two-storey building; however, only staff members access the second floor. The Academy has wide corridors and several levelled access points from outside. The building

has safe spaces in the stairway in the event of a fire. The hall is accessible to all. On-site car parking for staff and visitor includes one dedicated disabled parking bay. The majority of entrances have a sloped access. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities on the first floor through the first set of doors to the main corridor. The toilet is fitted with a handrail and a pull emergency cord. The Academy has internal emergency signage and escape routes are clearly marked.

Management, coordination and implementation

LAT, the Governors and Senior Leadership Team take responsibility for the Academy accessibility plan and will oversee any changes to the physical environment if needed in the future alongside planning for the funding of or access to available grants for these changes. We will consult with experts, including those from the Local Authority, when new situations regarding pupils with disabilities are experienced.