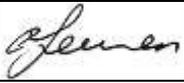


# **Hanbury's Farm and Oakhill Primary Schools Federation**



## **Accessibility Policy and Plan Oakhill Primary School**

<b>Title</b>	<b>Accessibility Policy and Plan</b>
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<b>Date approved</b>	<b>Autumn Term 2025</b>
<b>Approved by</b>	<b>Mr A Allen – Chair of Governors</b>
<b>Signature</b>	
<b>Next review date</b>	<b>Autumn term 2026</b>

<b>Date</b>	<b>Author</b>	<b>Note of Revisions</b>
October 2024	RM	<p>P4. Removed specific schemes</p> <p>P4. Bullet point 5- The graduated approach is followed with cycles of assess, plan, do, review.</p> <p>Table altered</p> <p>P5. Chair of Governor name changed from Stuart Cain to Adrian Allen</p>
October 2025	RM	<p>P.5 Actions edited within the first aim, 'Increase access to the curriculum for pupils with a disability'</p> <p>P.8 Actions to be taken edited to engage with computer lead to support with technology available.</p> <p>Contents changed in line with other policy formats</p>

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## 1. Aims

**Oakhill Primary School are committed to providing all children an equal access to a good quality education so they can progress and achieve on their own educational journey.**

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.

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.

Our school's complaints procedure covers the legal requirements that schools adhere to. If you have any concerns relating to accessibility in school, the complaints 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, governors, staff and Staffordshire Local Authority.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Oakhill Primary school have put into practice reasonable adjustments for a range of disabilities. However, a full assessment for suitability of a child with accessibility needs will be carried out as required as soon as the school is aware of attendance.



### 3. Action plan

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

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<b>Increase access to the curriculum for pupils with a disability</b>	<p>Our school offers aims to offer an ambitious, scaffolded curriculum for all pupils</p> <p>Every child is entitled to powerful knowledge which can shape their understanding of the world – our aim is to share that knowledge with all of our pupils.</p>	<p>Adjust curriculum resources to needs of pupils.</p> <p>Improve first quality teaching so that high quality inclusive teaching is on offer for all.</p> <p>To continue to review the resources children use to support their access to the curriculum</p> <p>Develop teacher expertise through rigorous, high quality CPD</p>	Teaching staff, SENDCo, curriculum leaders, Senior management team, Head teacher	<p>To be adapted on a daily basis</p> <p>Termly book reviews and SEND pupil progress meetings</p>	<p>Children accessibility needs will be met across the core and foundation subjects</p> <p>Make progress despite needs as a result of adaptations.</p>
	<p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>We aim to set bespoke effective targets that are appropriate for pupils with additional needs.</p>	SENDCO to oversee access to specialist in school support	Teaching staff, SENDCo, curriculum leaders, Senior management team, Head teacher	As and when required	<p>Be supported and scaffolded.</p> <p>Use resources specific to their needs</p>
	Curriculum resources include examples of people with disabilities.	Curriculum leaders to monitor the use of disability friendly resources	Teaching staff, SENDCo, curriculum leaders, Senior management team, Head teacher	Reviewed Yearly Summer Term	Children will have access to a range of resources which include examples of disabilities

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Curriculum progress is tracked for all pupils, including those with a disability	Teachers to track progress, SMT to identify issues and SENDCo – to organise external support.	Teaching staff, SENDCo, curriculum leaders, Senior management team, Head teacher	DCPro entry dates	Personal Learning plan shows progress.  BSquared shows progress
	The graduated approach is followed with cycles of assess, plan, do, review. Targets are set and are appropriate for pupils with additional needs. Personalised learning plans are formed and where applicable outside agency targets are recorded and progress monitored.	Teachers to plan and implement personalised learning plans with support and guidance where needed from the SEN team	Teaching staff, SENDCo, curriculum leaders, Senior management team, Head teacher	Reviewed in final week of half term	Personal Learning plan shows progress.
<b>Improve and maintain access to the physical environment</b>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>- Clear corridors and desks</li> <li>- Access door width</li> <li>- Corridor width</li> <li>- Disabled toilets and showering facilities</li> <li>- Library shelves at wheelchair-accessible height.</li> <li>- Clear colour differentiation for staircase handrails.</li> </ul>	<p>Caretaker and team responsible for routine maintenance.</p> <p>See H&amp;S policy regarding water safety in rarely used equipment</p> <p>Daily tidying of corridors and desks</p> <p>Building access – caretaker team with local authority support should building work be required.</p>	<p>All staff responsible for housekeeping.</p> <p>Routine maintenance and access school grounds and buildings responsibility of the caretaker.</p>	<p>Daily issues to be actioned within 48 working hours.</p> <p>Maintenance should be carried out alongside H&amp;S plans and strategic overview of school needs.</p>	Environment is accessible for all

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Fire Drills performed frequently (termly)	Fire drill safety – see H&S plan Fire drills – termly to check accessibility in difficult circumstances,	Headteacher/ health and safety lead – H&S legislation	Checks to be carried out termly	Rehearsals ensure barriers are removed
<b>Improve the delivery of information to pupils with a disability</b>  Our school uses a range of communication methods to ensure information is accessible. This includes:	Internal signage	Caretaker – responsible for H&S internal signs  Internal signs to be clear and at relevant heights according to needs.  Technology to be available	Caretaker	As needed	Information will be accessible to all pupils and staff.
	Large print resources	Large print or technological equipment to be made available when required.  Large print resources ordered or created as needed.	Teaching staff		Information will be accessible to all pupils and staff.
	Pictorial or symbolic representations in class and around the school	Widget resources to support	SMT & Governors Teaching staff		Information will be accessible to all pupils

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Use of Ipads and other technology to support access.	SENDCO to liaise with Computer lead and external agencies to update what is on offer	Teachers Computer technicians		Alternative recording and reading resources are available

#### **4. Monitoring arrangements**

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary and when a child with specific needs is enrolled at the school.

It will be approved by A. Allen (Chair of Governors) & Nicola Gripton (Executive Headteacher].

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality policy
- Special educational needs and disabilities (SEND) information report
- Supporting pupils with medical conditions policy
- PSHE Jigsaw Policy
- Behaviour Policy