



Occold Primary School Accessibility Plan

Updated January 2017

Occold Primary School has been described by Ofsted as a ‘school that puts pupils’ welfare at the heart of all its work’. Furthermore, the first aim in our school vision document is ‘to create a safe and nurturing learning environment which recognises each child’s individual strengths, needs and personal circumstances’. We take pride in the inclusive culture in our school and we are committed to giving all of our children every opportunity to achieve the highest of standards whatever their starting point.

Purpose of the Plan

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

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 (hereafter referred to as DDA) 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:

1. Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
2. 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.
3. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled e.g. worksheets, 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.

Occold Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

Although the school is predominately an old Victorian building, the majority of the site and playground is accessible for a child with restricted mobility. The building and playground are all on one level and there are no flights of stairs or steep slopes. There are a couple of narrow spaces around the perimeter of the school building although these have alternative routes that are more suitable for wheelchairs and large buggies. The Village Hall which the school uses regularly for sports and performing arts is a spacious modern building and is ideally suited for children with disabilities. At present we have one child who often requires the use of pushchair and who may require a wheelchair occasionally in the future.

When children enter school with specific disabilities, the school contacts the appropriate professionals for assessments, support and guidance for the school. We also recognise that parents have lots of valuable personalised information about their child which the school can draw upon.

The Current Range of Disabilities within Occold Primary School

Occold Primary School caters for children with a wide range of disabilities including those with physical, behavioural and intellectual needs. We have a large proportion of children with language processing needs and are developing our expertise in school to support these pupils.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and accompany the class on trips off site. Some children have allergies or food intolerances/cultural food choices. All medical information is collated and available to staff.

Most staff members hold current First Aid certificates and some are also qualified in paediatric First Aid.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. 'Administration of Medicine(s)' consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Increasing access for disabled pupils to the school curriculum

At Occold, we endeavour to meet every child's needs within mixed ability, inclusive classes. This also includes their full participation in the wider life of the school. Consequently, all children are encouraged to attend relevant after school clubs and educational visits. Exceptions would occur if a child had breached the school's behaviour policy and restricted attendance is necessary as a suitable short term sanction and/or to ensure the safety of others.

The following plan will be implemented by the headteacher and SENCO working in partnership with staff and governors

Objective	Actions	Time Scale	Success Criteria
EQUALITY AND INCLUSION			
To ensure that this accessibility plan becomes an annual item at FGB meetings.	Clerk to add to list for FGB at first meeting of each calendar year.	Annual	Adherence to legislation.
To improve staff awareness of disability issues. Ensure staff have specific training on disability issues	Review staff training needs. Provide training for members of the school Staff access appropriate CPD through face to face or Online learning as required.	On-going	Whole school community aware of issues. Raised staff confidence in strategies for differentiation and inclusion. Increased pupil participation.
Appropriate documentation in place to place to coordinate pupil inclusion and track effectiveness of actions taken.	Through consultation with parents and experts, research the specific needs of pupils and how to support them effectively. Pupil Passports and care plans in place and pupil progress is documented.	On-going Half-term reviews	Support and the impact of this are documented regularly.
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	On-going	Policies reflect current legislation.

PHYSICAL			
To ensure that, where possible, the school buildings and grounds are 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.	On-going	Modifications will be made to the school building to improve access.
To provide specialist equipment to support access to the school's physical environment.	Liaise with parents and occupational therapists to enhance physical environment e.g. through the use of adapted furniture etc.	On-going	Appropriate equipment in place.
CURRICULUM			
To continue to train staff to enable them to meet the needs of children with particular barriers to curriculum access.	SENCo to review the needs of children and provide specialised training for staff as needed e.g. Makaton training to support children with language needs.	On-going	Staff are able to enable all children to access the curriculum.
To ensure that all children are able to access all out-of school activities e.g. clubs, trips, residential visits etc.	Review provision and make reasonable adjustments as necessary	On-going	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.
Review PE curriculum to ensure PE is accessible to all.	Gather information on accessible PE and disability sports. Liaise with Premier Sports.	On-going	All to have access to a rich PE curriculum.
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. eg. special pencil grips, headphones, writing slopes etc.	Reviewed termly by SENCo	Children will develop independent learning skills.

Use ICT software to improve access to the curriculum.	Keep up to date with adaptive software. Provide appropriate training e.g. iPad PECS etc. Make sure software installed where needed.	As required	Use of IT resources in classrooms scaffolds learning effectively and promotes pupil independence.
To meet the needs of individuals during statutory end of each Key Stage.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Annually	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.
WRITTEN 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.	As needed	Information about school and children easily accessible to all stakeholders.
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Termly	Parents are informed of children's progress.
Provide an accessible website for visitors with disabilities.	Make necessary adaptations to website to improve access for people with visual impairment.	End of 2017	Website is compliant with requirements for visitors with visual impairment.