



ST. NICHOLAS SCHOOL CHILD OKEFORD

A CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL

MISSION STATEMENT

Be the best you can be!

I can do all things through God who strengthens me.

Philippians 4:13

Every voice heard, every day a new chance, everyone exploring opportunities.

ACCESSIBILITY POLICY 2018-21

This Policy was written in line with guidance from Dorset Council Inclusion Services, updated May 2013. The responsible officer: Richard Marchant (Specialist Teaching and Advice)

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POLICY SUMMARY

This Policy aims to provide an environment in the school that enables full curriculum access to all and that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. The accompanying Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school.

DATE ADOPTED
March 2015

REVISION NUMBER
3

LAST REVIEW
February 2019

NEXT REVIEW
February 2021

1. **The Accessibility Plan**

- (1) Child Okeford School's Accessibility Plan has been drawn based upon information supplied by the Local Authority (or site surveyor), and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the 3 years period ahead of the next review date.
- (2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA 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.
- (3) We are 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 and with due regard to disability and to developing a culture of inclusion, support and awareness within the school.
- (4) Child Okeford School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make **reasonable adjustments** to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - (i) 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 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 or school 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;
 - (ii) improve 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;
 - (iii) improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- (5) The Accessibility Plan relates to the key aspects of the curriculum, the physical environment and written information.
- (6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- (7) The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - (i) Curriculum Policy
 - (ii) School Equality Objectives
 - (iii) Pupil Equality Information
 - (iv) Single Equality Policy
 - (v) Staff Development Policy
 - (vi) Health & Safety Policy (including off-site safety)
 - (vii) Special Educational Needs Policy

- (viii) Behaviour Management Policy
 - (ix) School Development Plan, and
 - (x) Asset Management Plan/ Suitability Survey (where available).
- (8) The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of the prescribed period of this Accessibility Plan and therefore some items will roll forward into following plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of the next prescribed period of the Accessibility Plan.
- (9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees includes the due regard for Equality and Diversity issues as required by the Equality Act 2010 and its duties.
- (10) The school's complaints procedure covers the Accessibility Plan.
- (11) The Accessibility Plan will be published on the school website.
- (12) Progress with the Accessibility Plan should be reported upon annually and made available on the school website.
- (13) The Accessibility Plan will be monitored through the Governor Policy Committee.
- (14) The school will work in partnership with the Local Authority (and Diocesan Authority, where appropriate) in developing and implementing this Accessibility Plan.
- (15) The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. **Child Okeford School Accessibility Plan 2018-2021: Improving the Curriculum Access.**

Action Plan below:

TARGET	STRATEGY	OUTCOME	TIME FRAME	EVALUATION
Training for all staff in teaching children with specific special needs and/ or disabilities.	EP/ Public Health Practitioners/ HVSS/ Other specialist services to lead training to ensure all staff understand the needs of children entering the school with specific special needs and/ or disabilities.	All staff have clear understanding of the needs of individual children and how to ensure the curriculum is fully accessible to them. Children are successfully included in all aspects of school life and make progress in line with their peers.	Needs lead dependant on individual children in school.	
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation. Attend up to date training. Request Accessibility Plans from Weymouth and Leeson to compliment Risk Assessments.	All out-of-school activities will be conducted in an inclusive environment with providers (e.g., Count Me in, Sure Start) that comply with all current and future legislative requirements. Risk assessments monitored – Resources Committee Safeguarding Audit.	Ongoing	
To ensure classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	Ongoing	
Improve the range of resources in the school that can be used to enhance curriculum access for children with SEN and/ or disabilities.	Investigate resources used by special school settings to support children with special educational needs and/ or disabilities. Apply for outreach support	The school is well equipped with appropriate resources to support curriculum access for children with special educational needs and/ or disabilities. Advice is sought and acted upon	2018/19/20 Outreach – Ongoing and needs lead.	

	from specialist settings for individual children.	from specialist settings for individual children. Children with special educational needs and/ or disabilities make good progress as a result. Effective use is made of School Pupil Tracker Online to monitor this.		
Continue to update the range of ICT provision to address the individual needs of pupils and in response to newly available technology.	Review current ICT provision and identify further need i.e. touch screen technology, variety of keyboards, mice etc.	ICT provision supports and enhances curriculum accessibility enabling all children to make good progress.	July 2019	
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors	Whole school community aware of issues relating to Access	Ongoing	
To deploy Teaching Assistants effectively to support pupils' participation.	Review needs of pupils within each class (e.g. through Dorset Matrix) and staff accordingly. Ensure staff skills are matched to pupil needs.	Pupils' needs are appropriately met through effective deployment of skilled support staff.	Ongoing	
All children to have access to all off site visits.	All off site visits to be fully planned with accessibility as a key consideration. All off site visits to be fully risk assessed.	All children are able to successfully participate in all off site visits.	Ongoing	

	<p>Where necessary, adaptations to plans are made to enable full accessibility for all children.</p> <p>Risk assessments for individual children are completed where it is deemed necessary.</p> <p>For residential visits, personal emergency evacuation plans are completed for individual children where necessary.</p>			
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3. **Child Okeford School Accessibility Plan 2018-2021: Improving the Physical Access**

- (1) This plan is structured in conjunction with the school’s Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan.
- (2) The school opened in January 2009. Physical accessibility was considered carefully during the design process and consequently no improvements to physical access of the building were required.
- (3) Adaptations to the organisation of lunchtimes, collective worship etc. can be made easily to accommodate individual needs.
- (4) Action Plan below:

LOCATION	ITEMS TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	COST (EST) £
Outdoor learning environment.	Accessible items to be added to the existing ‘trim trail’ e.g. bridge/ climbing wall, tunnel. Improve area under pergola.	Raise funds to purchase additional equipment. Research the type of equipment available and plan for a programme of adding pieces to existing ‘trim trail’.	July 2018	£8000
All areas.	Signage Contrasting colours of door furniture to aid visibility. Where possible to widen doors. Introduce visibility panels to doors where required. Security access.	Consider locating colour and tactile signs. Replace and upgrade on rolling programme. Widen doors where building structure allows. Assess annually depending upon classroom use. Staff to be aware of mobility and H&S issues. Lower security key pads to enable use by all.	Autumn 2019	
Corridors to Main Block.	Remove trip hazards. Observe fire exit routes. Increase signage and aids for visual and hearing impaired.	Identify appropriate storage for equipment and ensure that items are not left indiscriminately. Remove obstacles around signed emergency routes.		

4. **Child Okeford School Accessibility Plan 2015-2018: Improving the Delivery of Written Information**

Action Plan below:

TARGET	STRATEGY	OUTCOME	TIMEFRAME	SUCCESS CRITERIA
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	Ongoing.	
Make available school brochures, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all through hard copy and website. Parents informed verbally and supported so they can access Newsletters etc.	Ongoing.	
Continue to develop the use of text and email as a means of communicating with parents/ carers.	Review and cost current use. Encourage parents to provide up to date contact information. Identify key documents that can be emailed. Identify information that is best communicated via text.	Parents report that they are well informed and that communication is good. Hard to reach families receive information they need.	Ongoing.	

<p>Raise the awareness of adults working at and for the school on the importance of using a range of communications systems according to individual need.</p>	<p>Communication audit by SALT.</p> <p>On-going Performance Management arrangements.</p> <p>Training on range of issues such as functional use of language, Signalong and managing SALT plans.</p> <p>Other training as required.</p>	<p>Awareness of target group raised.</p>	<p>Ongoing and incorporated into First Quality Teaching.</p>	
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