Ysgol Gynradd Maes-y-Deri
Oaklands Primary School

Together Everyone Achieves More

Accessibility Policy
&
Plan

School Accessibility Plan - Oaklands Primary School

Introduction

At Oaklands Primary School we aim to provide the necessary provision and opportunities to enable everyone to do their very best, to experience success and celebrate individual and whole school achievement. Our school seeks to be a supportive and caring place, where we all work to make the most of our talents.

We place great value on:

* doing our best
* everyone being treated fairly
* everyone being co-operative, so that we work and learn together
* everyone being considerate to one another as we work and relax
* everyone being supportive to one another so that we feel safe and cared for

We seek to:

* enhance the quality of teaching and learning
* have high expectations
* create opportunities for every individual
* encourage honesty and responsibility in all relationships
* encourage social awareness and sensitivity
* prepare pupils for life.

At Oaklands Primary we acknowledge and seek to address the development of the whole child, not just the capacity to achieve in one area of life. Our aims and values suffuse the whole of a child's education as we strive to improve and develop the personal, social and academic skills of all pupils. Above all, we believe that Oaklands Primary is a happy, friendly school, where people are happy to spend time, work co-operatively and attain their individual and collective potential irrespective of creed, colour or physical ability.

This plan is drawn up in accordance with the Disability Discrimination Act 2005 and as of 1 October 2010, the Equality Act which replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply.

It also draws on the guidance set out in Planning to Increase Access to Schools for Disabled Pupils: Circular 15/04 - WAG

Definition of Disability (Equality Act 2010)

In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial

- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

The Inclusion Context

The Welsh Government has published statutory guidance for schools on Inclusive Education. The guidance contains practical advice for schools to help them evaluate the nature and quality of their current provision.

The guidance suggests the following principles for an inclusive education service:

- Inclusion is a process by which schools, local education authorities and others develop their cultures, policies and practices to include pupils
- With the right training, strategies and support nearly all pupils with special educational needs can be successfully included in mainstream education
- An inclusive education service offers excellence and choice and incorporates the views of parents, carers and pupils
- The interests of all pupils must be safeguarded
- Schools, local education authorities and others should actively seek to remove barriers to learning and participation
- All pupils should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- Mainstream education will not always be right for every pupil all of the time. Equally just because mainstream education may not be right at a particular stage; it does not prevent the pupil from being included successfully at a later stage.

Key Objective

- To reduce and eliminate barriers in accessing the curriculum
- to obtain full participation in the school community for pupils, and prospective pupils, with any disability.

Principles

- Compliance with the DDA and Equality Act is consistent with the school's aims and equal opportunities policy, and the operation of the school's ALN/SEN policy
- The school recognises its duty under the DDA and Equality Act by:

1. not discriminating against disabled pupils in their admissions and exclusions, and provision of education and associated services
2. not treating disabled pupils less favorably
3. taking reasonable steps to avoid putting disabled pupils at a substantial disadvantage
4. publishing an Accessibility Plan.

- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality

- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum by:

    1. setting suitable learning challenges
    2. responding to pupils' diverse learning needs
    3. overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective above

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts, etc. (See checklist provided in Annex B Planning to Increase Access to Schools for Disabled Pupils: Circular 15/04 – WAG)

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings, etc.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. These are available from the school's SENCO or from the front office (See checklist provided in Annex B Planning to Increase Access to Schools for Disabled Pupils: Circular 15/04 – WAG)

Action Plan
The action Plan will be formulated following an Access Audit for the school

Linked Policies
This Plan will contribute to the review and revision of related school policies, e.g.

1. School development plan
2. Self Evaluation
3. CPD
4. Disability Equality
5. Equal Opportunities
6. ALN/SEN policy
7. Equal Opportunities policy
8. Curriculum policies

The School will:

- ensure all children and young people are treated equally
- consider changing certain school practices, policies and procedures
- review the range of centrally provided services and other resources
- liaise with statutory and voluntary agencies which may be able to assist in the provision of information in alternative formats
- review all existing and new policies and documentation made publicly available to ensure they meet the requirements of the Equality Act
- make all staff aware of the requirements of the Equality Act
- seek opportunities to consult with, and seek the advice of parent and associated support groups when necessary
- review Annual Report to parents/carers and the school prospectus
- ensure that good practice is shared across the school
- provide an Annual Report regarding the schools' accessibility plan and review

Monitoring Arrangements

School accessibility plans will also be subject to ESTYN inspections. The Secretary of State can intervene where a school is not complying with the planning duty and can direct the school to do so

The school will need to monitor progress of the accessibility plan through:

- review of school accessibility plans
- review of related plans and policies to the School Governing Body
- review of decisions made by the SEN and Disability Tribunal regarding complaints of discrimination
- self-evaluation and monitoring procedures of the school accessibility plan

This policy will be reviewed every two years or earlier if appropriate.

Last review date: Autumn 2016
Next review: Autumn 2019

Signed: Helen F. Wagner. **Signed:** C Wright

Chair of Governors Headteacher

Accessibility Plan – Improving Access to the Curriculum

TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	RESOURCE	OUTCOMES
Teaching and learning across the curriculum reflect equal opportunities for all with physical impairment and relates to pupils' everyday experiences.	Planning and Teaching includes opportunities to ensure the physical diversity of society is represented.	All	Autumn Term 2016 Ongoing	Dec 2019	SMT Monitoring time.	Pupils are respectful and have an understanding of physical diversity
Ensure that the curriculum is differentiated appropriately to take account of all individual pupils' learning needs.	Staff to ensure planning is differentiated to nconsider the learning needs of all.	All	Autumn Term 2016 Ongoing	Dec 2019 Termly	SMT Meeting time	Pupils learn with Appropriate curriculum matched to their needs.
Train staff on ways to improve pupil access to the curriculum.	Monitor provision for children with SEN and assess if development opportunities would be beneficial. organise staff training making use of relevant external agencies.	RC CW	Spring and Summer Term 2016 Ongoing	July 2018	Staff Meetings ALN/SENCO Leadership & Management time	Staff are increasingly aware of and are able to meet the needs of children with regard to accessing the curriculum.
Improve children's awareness of disability issues.	PSHE curriculum and assemblies to be used to raise awareness of disability issues. Disability equality issues are incorporated into the Citizenship curriculum.	RC VM All	Summer Term 2016	July 2017	Subject Leader time. Staff Meetings	Children have a Greater understanding of disability issues.
Staff to develop skills to deal with children who have specific disabilities.	Organise specific training for new and existing staff relating to disabilities experienced by specific children.	CW	Ongoing in response to need	July 2018	ALN/SENCO Leadership & Management time. EIG	Staff have a greater understanding of disability issues.
Teachers develop their knowledge of different teaching and learning styles.	Training on teaching and learning styles linked to the Learning and Teaching Policy	DZ CW	Autumn Term 2016 ongoing	annually	Staff Meetings	Teachers use different teaching methods to suit a wide range of learning styles. Higher attainment for pupils with ALN/SEN disabilities.

Further develop a range of Learning resources that are accessible for children with different disabilities.	Subject Leaders to review resources. Purchase ICT and generic resources to support the learning of all.	SL CW	Autumn Term 2016	Dec 2017	Staff Meetings Delegated budget.	Children with disabilities have increased access to curriculum materials.
Plan extracurricular and out of school activities to ensure the participation of the whole range of pupils.	Review all out of school provision to ensure compliance with legislation.	SMT	Autumn Term 2016	Dec 2017	Management Time	Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements.

Accessibility Plan – Improving Access to the Environment

TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	RESOURCE	OUTCOMES
Improve the ease of movement in all classrooms for children with physical disabilities.	Evaluate the amount of free space in all classrooms. Make sure that doorways & movement around the classroom is sufficient for a wheelchair etc.	CW	Spring Term 2017	Autumn Term 2017	School Budget	Children with physical disabilities will be able to move more freely within each classroom environment.
Assess children's & parents needs when applying for placement at the school & take appropriate action	Ask parents/carers whether they, or their child, have any special requirements Ensure that parents/carers are made aware of limitation of the internal/external access of the school buildings	CW	Ongoing		LA Access & Inclusion	Parents & children that have specific requirements are identified prior to entry
Outdoor classroom is safe accessible, safe & secure	Fencing to be moved & lockable gates put in place Eco drain to be installed	CW GB	Summer Term 2017	Autumn Term 2017	School Budget	Children are able to access outdoor classroom via the ramp A safe environment is in place
Improve access to the school via the entrance doors	Replaced doors on rolling programme to improve access to outsidee areas	CW GB	Summer Term 2018	Summer Term 2019	School Budget	Safer secure access to school building for all
Improve facilities for toilets in the school	Seek advise from the LA re the sighting of a disabled toilet	CW GB	Autumn Term 2018	Spring Term 2019	School Budget	Physical accessibility of the school is increased

Accessibility Plan – Improving Communication & Information Sharing

TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	RESOURCE	OUTCOMES
School policies reflect a commitment to accessibility for all.	All relevant policies to be reviewed & have reference to disability equality and accessibility.	SMT	Ongoing	Ongoing	Staff &SMT Time	Pupil access to the curriculum and their attainment is in line or above targets set.
Ensure that school, parents & children understand and accept what is required of them	Modify home/school agreement.	CW	Autumn 16 Ongoing	Annually		Greater harmony and understanding
Ensure that all information used in teaching is presented in an appropriate format.	Modify homework and worksheets –enlarge print, simplify language, use audio/ICT equipment. Use appropriate language and taped/visual information in delivery if necessary.	All	Autumn 16	MER Cycle	School Budget	Pupil access to the curriculum and their attainment is in line or above targets set.
Ensure all information is received by children in an appropriate format.	Key information available on website. Modify child questionnaires, e.g. simplify language, provide adult/peer support. ICT equipment & appropriate programs/software used,	CW	Autumn 16 Ongoing	Ongoing	website SLA	Children with disabilities have greater access to information.
Ensure all information is received by parents/carers in an appropriate format.	Questionnaire for parents/carers & response from school Key information available on moodle	CW	Autumn Term 2016	Spring Term 2017	website SLA	A greater understanding by both school & parents/carers
Ensure all information is received by the GB in an appropriate format	Questionnaire - GB HT reports Key information available on hwb	CW	Autumn 16 Ongoing	Spring 17	website SLA	A greater understanding by both school & GB