



Accessibility Plan 2022 - 2023

Oakley Primary Academy Accessibility Plan

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the academy 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 academy curriculum;
2. improving the environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the academy's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the academy will address the priorities identified in the plan.

The Academy's Context

Oakley Primary Academy is a mainstream academy for boys and girls aged between 4 years and 11 years old. The academy comprises of three academy buildings, which have recently been extended. There are disability access arrangements for all classrooms and main areas of the academy.

The Academy's Aims

- To be at the heart of our locality by working in partnership with families and the wider community
- To be a learning community which fosters creativity, independence and a passion for learning.
- To enable our children to develop the essential skills for a happy and fulfilled life.
- To deliver first quality teaching, with high expectations for all, that enables children to succeed and achieve their potential.
- To provide a nurturing and stimulating environment that supports and celebrates learning



Accessibility Plan 2022 - 2023

- For all members of the academy community to model positive, respectful relationships.

We are working within a national framework for educational inclusion provided by:

- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for academy 2001)
- Code of Practice for Academy's (Disability Rights Commission)
- OFSTED

Our Aims are to provide:

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our academy admission procedure. We work hard to keep communication with parents frequent and positive.

All entrances to the academy are either flat or ramped and have wide doors. The main reception is fully accessible for wheelchair users. There are disabled toilet facilities available fitted with a handrail and a pull emergency cord in all three of the academy buildings. The academy has internal emergency signage and escape routes are clearly marked.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs.

We work closely with external agencies to ensure all of our pupil's needs are met.

We consult with experts when new situations regarding pupils with disabilities are experienced.



Accessibility Plan 2022 - 2023

Improving Participation in the Curriculum					
Priority	Lead	Action / Strategy	Resources	Timescale	Success Criteria
Training for staff on increasing access to the curriculum for all pupils	SENDCo	Epi-pen training, Intimate care policy and staff training from SALT, social communication team, behaviour and learning support team, sensory support team, access to courses, CPD Outreach support from local special school and access to HIVE SEN Hub Online resources for CPD shared with staff Ongoing guidance from specialists e.g. sensory support team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc	Training time TA time allocated Online resources School nursing team	In place and on going	Increased access to the curriculum needs of all learners met maintain records of staff trained
Effective use of resources to increase access to the curriculum for all pupils	SENDCo	Strategic deployment of support staff Use of ICT Following advice from external agencies	Specific apps to support learning on ipads	In place and ongoing	Positive impact on pupil progress barriers to learning are removed by use of apps such as Clicker
Adaptations to the curriculum to meet the needs of individual learners	SENDCo	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Use of access arrangements for assessment/National tests Electronic devices used to aid access where necessary	Independent speech therapist half termly Occupational therapy/Sensory team/Physio as required	In place and ongoing	Needs of all learners met enabling positive outcomes
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDCo	iPads available to support children with difficulty recording. Sloping boards for pupils with fatigue problems or physical disability. Coloured overlays for pupils with visual difficulty (Reading Rulers). Specially shaped pencils and pens for pupils with grip difficulty. Use of wedge/wobble cushions	Specialist equipment as listed	In place and ongoing	Increased access to the Curriculum Needs of all learners met.



Accessibility Plan 2022 - 2023

Improve educational experiences for visually impaired pupils	SENDCo	Consult sensory support team. Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs	Cost of equipment	In place and ongoing	Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced.
Improve educational experiences for hearing impaired pupils	SENDCo	Daily maintenance and use of radio aids when required. Consider hearing loop/soundfield systems if recommended. Consult Hearing Impairment team	Installation of equipment	Future plan as needed	Staff would know how to operate/maintain hearing technology and learning experiences of pupils enhanced.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SENDCo	Risk assessments will be undertaken where appropriate. Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	In place and ongoing	Increased access to the extra-curricular activities for all pupils with SEND.

Improving the physical environment					
Priority	Lead	Action / Strategy	Resources	Timescale	Success Criteria
Provision of wheelchair accessible toilets	Site manager	Maintain wheelchair accessible toilets with clinical waste bins.	Maintenance costs	In place and ongoing	Physical accessibility of school increased
Access into school and reception to be fully compliant	Site manager	Designated disabled parking. Wide doors and corridors.	Cost of materials and labour	In place and ongoing	Physical accessibility of school increased



Accessibility Plan 2022 - 2023

Improvements to help the visually impaired	Site manager	External steps highlighted in yellow/non-slip paint – some may need repainting where they have faded. Ramps maintained	Cost of materials and labour	Ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improvements to help the hearing impaired	SENDCo	Install hearing loop/soundfield when necessary Alarm linked to fire alarms	Cost of equipment/ installation	Future plan if required	Learning experiences of pupils with hearing difficulties enhanced.
Improve signage to indicate access routes around school	Site manager	Signs indicate disabled parking bay and wheelchair friendly routes around school	Cost of signs	In place and ongoing	Disabled people aware of wheelchair access
Maintain safe access around exterior of school	Site Manager	Ensure that pathways are kept clear of vegetation	Cost included in ground's maintenance contract	In place and ongoing	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	Site Manager	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	In place and ongoing	People with disabilities can move safely around the school

Improving communication					
Priority	Lead	Action / Strategy	Resources	Timescale	Success Criteria
Effective communication with Parents / Carers	SENDCo SLT	Termly meetings with parents/carers – Termly consultations Termly provision map meetings with class teacher and SENDCo where necessary Stay and play sessions in EYFS Open classroom termly	Time allocated	place and ongoing	Parents/carers fully informed about progress engage with their child's learning



Accessibility Plan 2022 - 2023

		<p>Certificates sent home for celebrations</p> <p>Phone calls to parents made when needed</p> <p>Half termly newsletters</p> <p>All letters now electronic and paper where necessary</p>			
Availability of written material in alternative formats	Office manager	<p>Improve availability of information for parents – display appropriate leaflets for parents to collect.</p> <p>Provide translated documents where appropriate</p>	Contact details and cost of translation / adaptation	In place and ongoing	<p>Information to disabled pupils/parents as appropriate.</p> <p>Written information available in alternative formats.</p>
Ensure documents are accessible for pupils with visual impairment	SENDCo	<p>Seek and act on advice from sensory support advisor on individual pupil requirements. Use of magnifier where appropriate</p> <p>Ensure large, clear font used in documentation.</p>	Loan/purchase costs of magnifier or other specialist equipment.	In place and ongoing	Pupils able to access school documentation



Accessibility Plan 2022 - 2023