

GREAT OAKS SMALL SCHOOL

SAFEGUARDING COMMUNITIES EMBRACING DIFFERENCE UNLOCKING POTENTIAL

ACCESSIBILITY PLAN

2017 - 2020

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1. Aims

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 accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including Trustees, Head Teacher, Senior Leaders, Teaching and Support Staff.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils. This differentiation may be differentiated by content as well as level.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum. Including, but not limited to, visual resources for worked examples, visual timetables, Irlens overlays, task management boards, writing frames, colour handouts.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to</i></p>	<p>S.T. Further train staff on ASD</p> <p>S.T. Continue to monitor and improve differentiation.</p> <p>S.T. Continue to monitor and improve use of SEN resources.</p> <p>S.T. Analysis of progress data to include specific reference to disabled student progress</p>	<p>External training to be booked for staff meeting or SDD</p> <p>Observations, learning walks & planning scrutiny to include focus on differentiation.</p> <p>Observations, learning walks & planning scrutiny to include focus on differentiation.</p> <p>Change the format of progress meetings to include specific reference to disability so data can be analysed</p>	<p>KB & JK</p> <p>RT</p> <p>RT & KB</p> <p>AC & SLT</p>	<p>April 2018</p> <p>April 2018</p> <p>April 2018</p> <p>June 2018</p>	<p>Staff training will be complete.</p> <p>High quality differentiation seen and recorded in teaching and learning folder.</p> <p>Consistent use of relevant resources seen and recorded in learning folder.</p> <p>Progress meeting paperwork will include specific disability</p>

	<p><i>ensure it meets the needs of all pupils.</i></p> <p><i>Staff are trained in the needs of current students. Including in ASD, Dyslexia, SALT,</i></p>		with regard to this.			consideration.
		M.T. Increase the number of books available for the visually impaired.	More large print books in the library.	RT, CC, LP	Jan 2019	Dedicated section of large print books, or increased number in relevant sections.
Improve and maintain access to the physical environment	<p><i>Great Oaks Small School's main site is an adapted period farmhouse, which means that it was not designed with accessibility in mind.</i></p> <p><i>However, the environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <i>A portable ramp which can be used to access the ground floor of the main school building and the barn and mobile classes.</i> <i>Parking spaces at the front of the school which can be reserved for disabled drivers.</i> <i>A disabled toilet on the ground floor.</i> <p><i>Our second site, at Discovery</i></p>	<p>M.T. Improve disabled toilet facilities (part 1)</p> <p>L.T. Improve disabled toilet facilities (part 2)</p> <p>M.T. Provide more obvious disabled parking facilities.</p> <p>M.T. Improve access to mobile classes (part 1)</p> <p>L.T. Improve access to mobile classes (part 2)</p>	<p>Install support bar and re-hang the door so it is outward opening.</p> <p>Install low-level sink and emergency alarm cord.</p> <p>Designate a space in the school courtyard as the disabled parking bay.</p> <p>Install a hand rail on the ramp to the mobile classes.</p> <p>Adjust the ramp to the mobile classes so that it can be used as a wheelchair ramp</p>	<p>AC & LV</p>	<p>Jan 2019</p> <p>Jan 2020</p> <p>Feb 2020</p> <p>Jan 2019</p> <p>Feb 2020</p>	<p>Support bar will be in place, and door will open outwards.</p> <p>New sink & alarm installed.</p> <p>Bay marked and used effectively</p> <p>Hand rail installed</p> <p>Ramp in place and meets required standards.</p>

	<p><i>Park, is also adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Automatic disabled access doors.</i> • <i>Disabled parking bays</i> • <i>.Disabled toilets.</i> • <i>Elevators to other floors</i> • <i>Wide corridors for wheelchair use.</i> 	<p>L.T. Improve access to common room & office</p> <p>L.T. Improve access to upper floor.</p> <p>L.T. Improve access to school building</p>	<p>Install ramps, rather than steps to common room (if possible)</p> <p>Install stair-lift to upper floor (if possible)</p> <p>Install automatic door in main school building (if possible)</p>	<p>AC & LV</p> <p>AC & LV</p> <p>AC & LV</p>	<p>September 2021</p> <p>September 2020</p> <p>September 2022</p>	<p>Ramp in place and meets required standards.</p> <p>Stair-lift in place and meets required standards.</p> <p>Doors installed and regularly used.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations</i> • <i>Colour handouts</i> 	<p>M.T. Increase the number of books available for the visually impaired.</p>	<p>More large print books in the library.</p>	<p>RT, CC, LP</p>	<p>Jan 2019</p>	<p>Dedicated section of large print books, or increased number in relevant sections.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Head Teacher and the board of trustees.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>Main Building: 2 storeys. Both are split level with 3 steps between the levels.</p> <p>Mobile classrooms: 1 Storey, accessibly via entry to main building and then via side door in porch.</p> <p>Barn: 1 Storey.</p> <p>Discovery Park: 4 Storeys. The school's area is on the ground floor, and access to the other floors is via lifts.</p>	<p>School Site:</p> <ul style="list-style-type: none"> Research the feasibility of changing the steps between split levels to ramps. And obtain quotes for this conversion. 	AC & LV	June 2018
Corridor access	<p>The main school building's corridors are not currently accessible as they are accessed via 3 steps from the school kitchen.</p> <p>Discovery Park: all corridors are accessible and suitable for wheelchair users.</p>	<p>School Site:</p> <ul style="list-style-type: none"> See above regarding split level to corridors. 	As above	As above
Lifts	<p>School Site: No lifts</p> <p>Discovery Park: Large lifts with</p>	<p>School Site:</p> <ul style="list-style-type: none"> Research the feasibility of installing chair lift on 	AC & LV	Sept. 2018

	buttons accessible to wheelchair users.	stairs. And obtain quotes for this conversion.		
Parking bays	<p>School Site: Bays can be reserved at the front of the school building.</p> <p>Discovery Park: Disabled bays located directly outside disabled entrance.</p>	<p>School Site:</p> <ul style="list-style-type: none"> Mark space at the front of the school as designated disabled parking bay. Consider coning off this area when needed until this is complete. 	AC & LV	June 2018
Entrances	<p>School Site: Disabled access via front kitchen door, ramp is stored in entrance way.</p> <p>Discovery Park: automatic disabled access door. Accessible sensor by door to operate doors. Door to school area is wide framed, and can be propped open as necessary.</p>	<p>School Site:</p> <ul style="list-style-type: none"> Research the feasibility of changing one of the school entrances to an automatic door. And obtain quotes for this conversion. 	AC & LV	June 2018
Ramps	<p>School Site: Portable ramp stored at disabled access door. The ramp to the mobile buildings is currently too steep to be used for disabled access; therefore the portable ramp should be used via the porch doors.</p> <p>Discovery Park: small ramp at disabled entrance, other areas accessed by lift.</p>	<p>School Site:</p> <ol style="list-style-type: none"> Banister to be added at the ramp to mobile classes. Ramp to mobile classes to be adjusted so that it can be used as a wheelchair ramp. Research the feasibility of changing the steps between split levels to ramps. And obtain quotes for this conversion (as above section on storeys) 	<ol style="list-style-type: none"> AC & LV AC & LV AC & LV 	<ol style="list-style-type: none"> April 2018 Dec. 2018 April 2018

Toilets	<p>School Site: Disabled access toilet on ground floor.</p> <p>Discovery park: Disabled toilet for school use. Includes support handles, emergency alert cord and low-level sink.</p>	<p>School Site:</p> <ul style="list-style-type: none"> • Obtain quotes to improve facilities in disabled toilet, including: <ul style="list-style-type: none"> ○ Support bar. ○ Emergency cord. ○ Low-level sink. ○ Outward opening door. 	AC & LV	April 2018
Signage	<p>School Site: Disabled entrance identified with signs. Disabled toilet identified with signs.</p> <p>Discovery Park: Disabled entrance identified with signs. Disabled toilet identified with signs. Parking clearly signposted.</p>	N/A		
Emergency escape routes	<p>School Site: Clearly signposted, including emergency lighting. Kept clear, and wide enough for wheelchairs.</p> <p>Discovery Park: Clearly signposted, including emergency lighting. Kept clear, and wide enough for wheelchairs.</p>	<p>School Site:</p> <ul style="list-style-type: none"> • Escape routes would be improved by the changes outlined above. 	As above	As above

Version Number	Purpose/Change	Author	Date Changed	Review Date
1.0	Final version – approved by SLT	Julie Kelly	June 2017	JUNE 2020