

Policy Author	Mr K Hopkins	Date of Approval	25.04.23
Policy Approval	Full Governing Board	Next Review Date	April 2027

Aims

The aim of this accessibility plan is to highlight how Oldbrook First School and Nursery intends, over time, to increase the accessibility of our school for any individual with a disability*. We are fully committed in ensuring equal access, opportunities and treatment for our pupils, as well as the wider school community; employees, parents, carers, governors and visitors.

In 2010, The Equality Act introduced a single Public Sector Equality Duty that applies to schools. This act highlights the requirement to: have due regard in eliminating discrimination and other conduct that is prohibited by the Act, advancing equality of opportunity between people who share a protected characteristic and people who do not share it and fostering good relations across all characteristics. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

This plan sets out the proposals of the school to increase access to education for disabled* pupils and to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils can take advantage of education, benefits, facilities and services provided or offered by the school.
- Improve the availability of accessible information to disabled* pupils.

Oldbrook First School and Nursery 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.

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.

Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reported to the Full Governing Board.

Links with Other Policies

This accessibility plan is linked to the following documents:

- Health and Safety Policy
- Single Equality Policy and Objectives (public sector equality duty)
- Special Educational Needs and Disability Information Report
- Supporting Pupils with Medical Conditions



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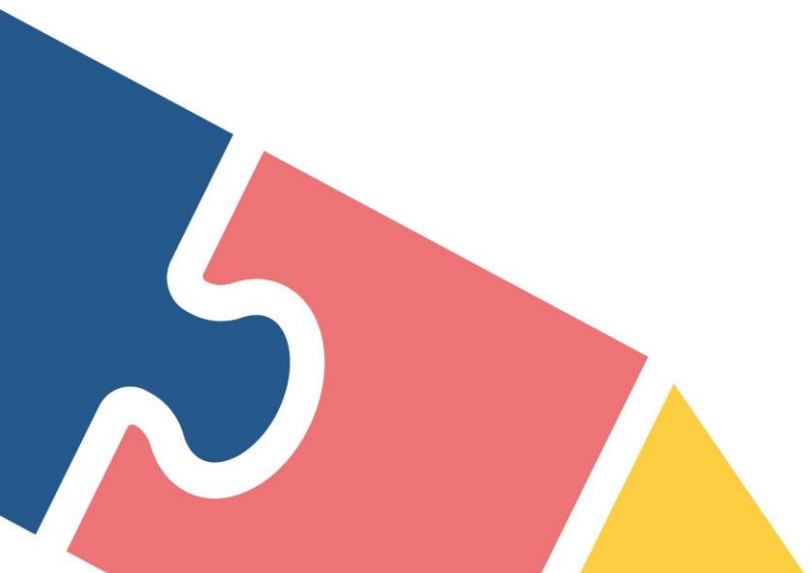
Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Practice	Objectives	Actions	Key Person	Date	Success Criteria
<p>Increase access to the curriculum for pupils with a disability.</p>	<p>Offer a differentiated curriculum.</p> <p>Resources tailored to needs of pupils.</p> <p>Curriculum resources are representative.</p> <p>CCRs, FACTs and EHC have specific targets linked to appropriate resources.</p> <p>Progress is tracked for all pupils and groups.</p>	<p>To ensure EHC and Support plans enable all children to have full access to the curriculum</p> <p>To identify pupils coming to Oldbrook First School and Nursery in next academic year who may need specific provision.</p>	<ul style="list-style-type: none"> Seek advice from external specialist teachers. Review resources and need Purchase resources identified. <ul style="list-style-type: none"> Liaise with Pre-Schools. Review application forms. Liaise with LA Early Years Inclusion Team. Visit children in setting or home. 	<p>SENDco</p> <p>Class Teacher</p> <p>SLT</p> <p>SENDCo</p> <p>HT</p>	<p>Ongoing</p> <p>May-Sep</p>	<p>Pupils with disabilities are making string progress towards targets.</p> <p>Provision is appropriate and resourcing to allow full access.</p> <p>School aware of needs. Provision in place for when child starts at school.</p>
<p>Maintain and improve access to the physical environment.</p>	<p>Our school and nursery have adaptations to meet the current needs of pupils / stakeholders:</p> <ul style="list-style-type: none"> Level access to school. Ramp into Year group doors. A disabled parking bay. Disabled toilets in Nursery, main reception and new build. 	<p>To ensure all learning areas are accessible for pupils.</p>	<p>Regular review of classroom layout to ensure it meets the needs of the children using the space at the time including computer room. Library, music room and hall.</p>	<p>SENDco</p> <p>Class Teachers</p>	<p>Ongoing</p>	<p>Children are fully included in learning and spaces.</p>

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Improve quality of signage.	The school has signs at: <ul style="list-style-type: none"> the front of school rules posters internal signage 	To ensure signage is accessible for all.	<ul style="list-style-type: none"> Review current signage Review use of pictorial / symbolic representations. Review large print resources. Use research to re-sign throughout school. 	SENDco I&I TA SLT	Sep 23	Stakeholders able to access school and use signage to support.
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