

**Oakham C.E. Primary School**

**The Parks School**

**Accessibility Policy and Plan**

<b>Date</b>	<b>April 2016</b>
<b>Approved by Executive Headteacher</b>	<b>Stephen Cox</b>
<b>Approved by Chair of Governors</b>	<b>Nick Cooper</b>
<b>Review Date</b>	<b>April 2017</b>

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## Oakham Church of England Primary School

### The Parks School

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*This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.*

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Oakham C of E Primary and The Parks School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

4. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to 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 they are in breach of the DDA). 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.

7. The School Brochure will make reference to this Accessibility Plan.

8. The School's complaints procedure covers the Accessibility Plan.

9. The Plan will be monitored through the Provisions Committee of the Governors.

10. The Plan will be monitored by Ofsted as part of their inspection cycle.

11. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

**Oakham C of E Primary and The Parks School Accessibility Plan 2012-2015**

**Improving the Physical Access at Oakham C of E Primary and The Parks School**

An Access Audit was carried out by DHT/PREMISES TEAM/INCLUSION TEAM on 15<sup>th</sup> October 2014:

<b>Access Report Ref.</b>	<b>Item</b>	<b>Activity</b>	<b>Timescale</b>	<b>Cost £</b>
1.	<b>Signage</b>	Internal and external signage around the school is considered adequate. Should OCEP or The parks have any blind or partially sighted staff or pupils in the future then we could consider some braille signage		
2.	<b>Access</b>	All areas of the building are accessible to disabled people; all doorways are wide enough to allow a wheelchair to pass through. All thresholds are ground level with no steps to hinder disabled access. A lift is available to allow access to and from the first floor		
3.	<b>Door Access System</b>	The controls for the door access system are set at a height to allow wheelchair users to comfortably reach them		
4.	<b>Disabled Toilets</b>	There are several disabled toilets throughout the building all of which have a disabled refuge alarm which alerts the main school office should anybody need help		
5.	<b>Hearing Loop</b>	A hearing induction loop system is installed in the main reception area		
6.	<b>Hoists</b>	Hoists are located in the DSP and Parks classrooms. Hoists are located in the hygiene rooms within the DSP and and Parks areas. A hoist is located in the swimming pool changing room. This enables a disabled swimmer to be hoisted from the changing room and lowered in to the pool. Weight limits marked on the hoists must be adhered to at all times		

An Access Audit was carried out by YEAR ? STUDENTS IN DATE and a number of additional recommendations made:

Access Report Ref.	Item	Activity	Timescale	Cost £
1.A				
2.A				
3.A				
4.A				

**Oakham C of E Primary and The Parks School Accessibility Plan 2014**

**Improving the Curriculum Access at Oakham C of E Primary and The Parks School**

Target	Strategy	Outcome	Responsibility	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Headteacher	Increase in access to the curriculum
Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	Headteacher	Increase in access to all school activities for all disabled pupils
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Headteacher	Increase in access to all school activities for all disabled pupils
Classrooms are 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	Headteacher	Increase in access to the National Curriculum

Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Headteacher	Community will benefit by a more inclusive school and social environment
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**Oakham C of E Primary and The Parks School Accessibility Plan 2014**

**Improving the Delivery of Written Information at Oakham C of E Primary and The Parks School**

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>RESPONSIBILITY</b>	<b>ACHIEVEMENT</b>
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes	Headteacher	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it.	Headteacher	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customized materials.	All school information available for all who request it	Headteacher	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Headteacher	School is more effective in meeting the needs of pupils.