



The Oak Partnership

Accessibility Policy and Plans

Approved by The Oak Partnership Trust

Last reviewed on: [Date]

Next review due by: [Date]

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the schools' Health and Safety, Child Protection, Security and Safeguarding policies.

Contents

1. Aims	3
2. Legislation and Guidance	3
3. Monitoring Arrangements	3
4. Links with Other Policies.....	4
5. Action Plan Blackbrook Primary School	5
5. Action Plan Ruishton C of E Primary School.....	8
5. Action Plan Selworthy Special School.....	13
5. Action Plan West Monkton C of E Primary School.....	15

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 Trust aims to treat all its learners fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind.

The plan will be made available online on the Trust website, and paper copies are available upon request.

Our Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust supports any available partnerships to develop and implement the plan.

Our Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

This policy complies with our funding agreement and articles of association.

3. Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Executive Lead for Inclusion.

The policy will be monitored by the Trust Standards Committee with the individual action plans being reviewed by the Executive Lead for School Improvement in liaison with the school leadership team and the Local School Committee Link Member.

4. Links with Other Policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- SEND Information report
- Supporting pupils with medical needs policy

5. Action Plan | Blackbrook Primary School

Increase access to the curriculum for pupils with a disability.

Objectives	Actions to be taken and by whom	Success criteria and completion date
Ensure that staff are skilled and confident at differentiating the curriculum to meet the needs of all pupils (with any form of SEND disability)	Evaluate teaching and learning and map staff training needs on curriculum access- SENDco Review IEPs in line with other MAT schools- SENDco	Sip focus for 22-23 Evidence of CPD having impact post LRW cycles Autumn 2022 IEPs are SMART, impactful, manageable and support Curriculum adaptations
Continue regular communication with parents/ carers and external agencies to ensure the best provision possible	Continue to liaise closely with relevant agencies to support all disabilities within school- SENDco Continue to give children and parents/ carers a regular voice in curriculum provision- Domain Leads	Case studies demonstrate effective interaction with agencies – ongoing 2022/23 IEP cycle has evidence of pupil and parent voice impacting on decision making
All educational visits to be accessible to all	Offer staff guidance on making trips accessible – External Visit Co-ordinator	All pupils have had access to curriculum trips for duration of accessibility plan.
To ensure that all children feel involved at playtimes	Monitor activities and outdoor spaces to ensure that they promote participation and provision for all- Head Teacher and SENDco	PASS surveys and pupil report indicate pupils feel positive about lunchtime provision- ongoing.
Review sporting extra-curricular clubs provided by the school and external providers to ensure that they are accessible	Monitor club registers and clubs to ensure that disabled pupils are being included and having access to clubs- PD Domain Lead	Participation records monitored in 2022/23 with any actions plotted for following year.

Improve and maintain access to the physical environment.

Objectives	Actions to be taken and by whom	Success criteria and completion date
The school is aware of the needs of pupils, staff, / carers and visitors	Some pupils might need access plans or care plans- SENDco	Care plans implemented successfully as necessary.

Policy Name

The layout of the school is allows good access to all disabled pupils.	Make sure that any new internal or external areas added to the school consider wheelchair access in their design and construction- Premises Manager	Physical changes made ensure accessibility.
Improve access for pupils who may have difficulty moving around the school.	Make sure PEEPs are current for all disabled users that need them- Head Teacher.	Implement PEEPs successfully as necessary
Review the safety of access for school users with visual impairment.	The school will need to monitor when it is necessary to put white edging strips/ paint on curb edges and other necessary areas for safe access for visually impaired pupils- Premises Manager	To implement actions from visual support reports
Ensure accessibility to IT equipment for all pupils	Make sure mobile technology and the network is accessible to all school users- SENDco	IT hardware and software is accessible for all years-ongoing.
Monitor that classroom environment are organised to allow participation and independence.	Teachers are to ensure tables/ chairs and classroom furniture is organised to promote participation and independence for disabled pupils.	Learning environments are accessible and promote independence in learning – within 2022-23 SIP
Review if the car park and access pavements allow safe access for disabled users.	Ensure that disabled parking bays remain accessible and clearly marked- Premises Manager Monitor the need for more painted strips for visually impaired pupils- Premises Manager	Re-painted in Summer 2022. Painted in 2022 summer holidays

Improve the delivery of written information.

Policy Name

Objectives	Actions to be taken and by whom	Success criteria and completion date
Review information sent to parents/ carers to make sure it is accessible.	Provide information in clear and simple print.	Letters and information uses a consistent font size and font – 22/23 academic year
Make sure translation software is embedded within school communication apps	Implement Class Dojo to support non- English families to access notes and messages home	Implement Dodo by end of 2021/22 academic year.
Ensure the website is 'friendly' to those with a visual impairment	Make sure text is clear and simple and that there is a clear link for people to request modified version of documents.	Website review 2022-23

5. Action Plan | Ruishton C of E Primary School

Increase access to the curriculum for pupils with a disability.

Objectives	Actions to be taken and by whom	Success criteria and completion date
To ensure SEND systems are embedded to meet the needs of all children including those with SEND	<ul style="list-style-type: none"> - Apply SEND Policy in practice, for example raising any new concerns through SEND review meetings held termly - Applying a graduated response through cycles of Assess, Plan, Do and Review - Implement and review Individual Education Plans where required - Evaluate and identify professional development requirements for staff <p>(All staff)</p>	Ongoing (reviewed annually)
Ensure effective communication with all stakeholders (parents/carers, external professionals) to enable 'quality provision' to support learning across the curriculum and in line with their individual needs	<ul style="list-style-type: none"> - Ensure processes are adhered to enable both parent and moreover child's voice, for example Annual Review meetings, SEND review meetings <p>(SENCO, Headteacher and Teachers)</p>	Ongoing (reviewed annually)
Ensure relevant staff are aware of any children with disabilities' needs.	<ul style="list-style-type: none"> - Effective transition meetings, including school entry and year on year between teachers in school (embedded as part of IEP review programme) - Medical plans (created in consultation with parents/carers and professionals) to be shared with key staff, 	Ongoing (reviewed annually)

Policy Name

	training delivered where required (SENCO, Headteacher and Teachers)	
Endeavour that all educational visits are accessible to all	<ul style="list-style-type: none"> - Ensure appropriate risk assessments are conducted, venues 'vetted' before confirming any visits - Once confirmed, ensure appropriate plans/provision are in place for all children to access (SENCO, Headteacher and Teachers)	Ongoing (reviewed annually)
Ensure effective use of resources to support all children accessing the full curriculum offer	<ul style="list-style-type: none"> - Utilising ICT to support children, for example use of modified keyboards, specific software adaptations (engage SENITAS where appropriate) - Review resources and ensure SEND adaptations are in place for Physical Education, including sporting fixtures as part of extra-curricular offers, or those provided by externally (All staff)	Ongoing (reviewed annually)

Improve and maintain access to the physical environment.

Objectives	Actions to be taken and by whom	Success criteria and completion date
For the school to be aware of any disability needs of pupils, staff, parents/carers and visitors	<ul style="list-style-type: none"> - Where appropriate, to implement 'access/care plans' (SENCO)	Ongoing (reviewed annually)

Policy Name

<p>The school site enables access for disabled users</p>	<ul style="list-style-type: none"> - Ensure that any alterations to the school site, consider the implication on anyone with a disability so that access (for example wheelchair users) is maintained - Ensure the car park and pavements allows safe access for disabled users – disabled clearly marked, pavement and gates wide enough for wheelchair access - Monitoring markings for visually impaired <p>(Headteacher and Trust Facilities Manager)</p>	<p>Ongoing, reviewed cyclically through Health & Safety Monitoring processes</p>
<p>Review and improve, if possible, access for anyone with a disability to move around the school site</p>	<ul style="list-style-type: none"> - Ensure anyone with a 'personal emergency evacuation plan (PEEP) is current and maintained - Complete regularly Health and Safety Site inspections and consider access arrangements. For example, for those visually impaired, where necessary to have white/yellow paint edging and handrails, ensuring paving and tarmac around site is as level as possible <p>(SENCO, Headteacher and Trust Facilities Manager)</p>	<p>Ongoing, PEEPs reviewed annually, Site inspections completed cyclically through Health & Safety Monitoring processes</p>

Policy Name

<p>Ensure all classroom environments are in line with policy to support all children to access the learning</p>	<ul style="list-style-type: none"> - Use of consistent visuals across school - Tidy and organised - Planned and purposeful environments, considering table layout, access to resources etc. - Fire exits kept clear <p>(All staff)</p>	<p>Ongoing, reviewed through Learning Review Cycles</p>
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Improve the delivery of written information.

Objectives	Actions to be taken and by whom	Success criteria and completion date
<p>Ensure communications are effective</p>	<ul style="list-style-type: none"> - Ensure messages are clear and concise, using simple print - School office to support parents/carers accessing communications and any other key documentations (may be providing hard copies as appropriate, enlarged print etc.) - Website is clear and simple to navigate with a clear link/direction for those requesting modified versions of documents <p>(Senior Office Admin and Headteacher)</p>	<p>Ongoing</p>
<p>Ensure any child with SEND needing adaptations to written information is provided for</p>	<ul style="list-style-type: none"> - Providing visual supports, enlarged prints, use of overlays as appropriate or any other accessible format - Using 'multi-lingual' resources (e.g. Online 	<p>Ongoing</p>

Policy Name

	translators) for children and parents/carers where English is an additional language (SENCO, Office and Teaching staff)	
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5. Action Plan | Selworthy Special School

Increase access to the curriculum for pupils with a disability.

Objectives	Actions to be taken and by whom	Success criteria and completion date
To further embed whole school curriculum days.	Build a structured annual programme of campus-wide curriculum activities encompassing a range of foci. (SLT)	Annual programme produced. (January 2023)
	Implement and document the impact of each event. (Curriculum lead)	
Ensure learners have the skills to remain safe online and staff have the skills to deliver this.	Develop Trust-wide E-safety Policy. (SLT with SLS)	E-Safety Policy published. (Easter 2023)
	Provide staff with training required through dedicated professional development time. (SLT)	Staff training provided as identified. (Summer 2023)

Improve and maintain access to the physical environment.

Objectives	Actions to be taken and by whom	Success criteria and completion date
Make efficient use of the enclosed outside spaces attached to each classroom.	Develop a rationale and expectations for outside spaces. (AHT's)	Rationale complete and shared with staff. (February 2023)
	Purchase required items. (AHT's with teachers)	Items purchased. (Easter 2023)
	Develop the use of outside spaces for all classes. (AHT's with teachers)	Outside spaces are used in line with expectations. (Summer 2023)
Oakhill specific Improve accessibility throughout the site.	Ensure all paved surfaces are suitable for non-ambulant learners in terms of smoothness and slopes. (TFM)	All paved surfaces assessed and problems addressed. (Summer 2023)

Improve the delivery of written information.

Objectives	Actions to be taken and by whom	Success criteria and completion date
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Policy Name

Ensure all communications with parent carers are accessible to all.	Communicate availability and willingness to adapt communications to parent carers. (LSM)	All families can access written and spoken communication. (Easter 2023)
	Establish in house processes to translate written documentation. (LSM)	
	Establish processes to provide spoken translation. (SLT)	
	Establish processes to provide signed translation. (SLT)	

5. Action Plan | West Monkton C of E Primary School

Increase access to the curriculum for pupils with a disability.

Objectives	Actions to be taken and by whom	Success criteria and completion date
<p>*To ensure that all children have access to a foundation curriculum that meets their individual learning needs, ensures good progress and promotes their independence.</p>	<p>*KP INSET training for staff re. planning adaptations to meet the needs of children with SEND. *KP: LRW 1-6: Monitoring effectiveness of adaptations to planning and teaching to meet the needs of children with SEND: *Learning Walks *Book Scrutiny *Lesson Observations *Feedback *Training *Talk for Teaching</p> <p>Where appropriate, advice, support, training and resourcing from external professionals.</p>	<p>All children will have access to a foundation curriculum that meets their individual learning needs, ensures good progress and promotes their independence – July 2023</p>
<p>*Children with SEND will have access to IT to support their progress, attainment and independence across the curriculum.</p>	<p>*KP to ensure access to hardware and programs / apps etc recommended for individual children with SEND by the SENATAS team. *QW to audit the current use of IT to support the needs of children with SEND at Waves 1,2 and 3. *QW to develop an action plan to improve the use of IT to support the progress, attainment and independence of children with SEND across the curriculum.</p>	<p>*Children with SEND will have access to IT to support their progress, attainment and independence across the curriculum – ongoing.</p> <p>*The school will have a clear plan to develop this area of provision for children with SEND – July 2023</p>
<p>*Total Communication: Continue to develop use of a 'Total</p>	<p>ME: Staff Professional Development: Use of 'widgets', and other</p>	<p>All classrooms, and the wider learning environment, will use</p>

Policy Name

<p>communication' approach to increase independent access to the curriculum, learning environment and resources for all learners.</p> <p>*Ensure that visuals are used consistently in the learning environment to promote independence for all children and adults.</p>	<p>symbols, to increase accessibility to learning, and the environment, for all children and adults.</p> <p>KP: Professional Development for Teaching Assistants re. a 'Total Communication' approach.</p> <p>ME/KP: LRW1-6: Monitoring use of visuals in the learning environment to promote independence and support progress and attainment for all.</p>	<p>visuals consistently to promote independence and support progress and attainment for all – July 2023.</p> <p>All Teaching Assistants will have had professional development re. a 'Total Communication' approach – July 2023.</p>
<p>*To ensure that children's social, emotional and mental health needs are met in their classrooms as part of high quality first teaching.</p>	<p>*PS/KP to provide support and guidance to staff supporting individual children to ensure that their SEMH needs can be met in their classrooms as part of high quality first teaching.</p>	<p>*The majority of children with SEMH needs will have needs met by their class teacher / TA, as part of high quality first teaching, the majority of the time – July 2023.</p>

Improve and maintain access to the physical environment.

Objectives	Actions to be taken and by whom	Success criteria and completion date
<p>*To monitor, and develop the school's learning environment to ensure that it provides a calm, stress-free and accessible environment that promotes independence for all children and adults.</p>	<p>KP/ME to monitor the Learning Environment during LRW 1-6. Use information gained from monitoring to inform professional development opportunities for all staff.</p> <p>ME to review, and update, the Learning Environment Policy.</p> <p>KP/ME continue work with all members of staff to ensure the Learning Environment reflects the agreed Learning Environment Policy.</p>	<p>The Learning Environment Policy will be reviewed, and updated, in consultation with staff, children and parents / carers – July 2023</p> <p>The Learning Environment will be consistent throughout the school and will be calm, stress-free and accessible to all children and adults – July 2023.</p> <p>The Learning Environment will promote the independence of all</p>

Policy Name

	KP/ME work with children and staff to develop the Learning Environment to provide more opportunities to celebrate the children's learning.	children and adults – July 2023.
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Improve the delivery of written information.

Objectives	Actions to be taken and by whom	Success criteria and completion date
*To ensure the availability of written material in alternative formats.	<p>KP to ensure all children, staff, parents / carers and visitors to the school are aware of services available for requesting information in alternative formats.</p> <p>Advice, support and training for school staff from the SENCo, and/or external professionals, regarding creating / accessing written information that is accessible to all children / parents / carers.</p>	<p>*Written information available in alternative, and accessible, formats and languages as requested by children / parents / carers – ongoing, as necessary.</p> <p>*Class Teachers act on advice from SENCo / external professionals regarding accessibility of written information for all children / parents / carers, including:</p> <ul style="list-style-type: none"> - colour - size - font - vocabulary - language - use of visuals (including symbols) - use of magnifying devices - use of ICT – e.g Pictello / Clicker Communicate / Immersive Reader (Word Online) – ongoing, as necessary <p>*All written information available in alternative, and accessible, formats and languages on request – ongoing, as necessary.</p> <p>*All children, staff, parents and visitors know how to access alternative</p>

Policy Name

		formats – ongoing, as necessary.
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