



# Oak Hill First School Accessibility Plan

Governor committee responsibility:

C&L (cross committee  
involvement and agreement)

At Oak Hill First School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is 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 of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## Objectives

Oak Hill First School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Oak Hill First School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve 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 timeframe.

The Oak Hill First School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- Special Educational Needs Policy
- Teaching and Learning Policy
- School Improvement Plan (Premises incl Asset Management Plan/Suitability Survey)

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governing body.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved \_\_\_\_\_

Date \_\_\_\_\_

It is a requirement that the school'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 school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body (delegated to an individual governor)**
- **Head Teacher**
- **Inclusion Manager**
- **School Business Manager**
- **Site Manager**

## Oak Hill First School

### ACCESSIBILITY PLAN

An Access Audit was carried out by the AHT March 2021. Recommendations were made as follows:

Ref	Item	Recommendations	Time Scale	Priority	Cost	Date Completed
	Items being stored in BMA	Appropriate storage of items and where possible clearance of items	End of summer 2021 term	low	70	Reviewed 16th Sept - RI
	Items being stored in EY Disabled toilet	Clearance of room	End of summer 2021 term	low	0	20.7.21
	Items being stored near entrance to lift access downstairs	Clearance of area	End of summer 2021 term	low	0	16.7.2021

## Schedule 21: Action Plan A – Improving Physical Access

### Already in place:

- Wheelchair access to main school building- automatic doors
- Disabled parking spaces
- Disabled Toilet and Bathroom Management area
- Ramp to hall
- Lift to hall
- Lift to first floor
- Security-protected door pads at lower level
- Evac Chair and 4 staff trained
- Visual tiling in toilets.
- Full access to entrance area: wheelchair access, seating, bell at counter.
- Hand railings down to SBM office
- Yellow strips indicating stairways

### Further planned improvements:

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	How accessible is the Oak Trees Centre?	Office/SBM/SM/SENCo have keys and can assist immediately if access is needed to the centre.	Immediate	High	None	Ongoing
2	How well maintained are the visual strips on the stairs?	Internal stairs are checked periodically to ensure the yellow/metal visibility edging strip has not loosened. Site Manager repairs if this is the case.	Half termly full check	high	None	Replaced strip Summer 2021

3	Can all adults access the building safely?	Annual reminder to all adults to let us know if they have problems with access to areas of the school.  External door access to two Reception class is via deep step/steps – when required purchase portable bridging ramp. Access available via other doors.	Yearly  2021-22	High  Low	£60 each	All adults have full access to all areas in school.  Purchased 2 ramps - March 22
4	Are signs (including direction and information) positioned to inform those with visual impairment and wheelchair users?	Site Manager to audit current signage and duplicate where necessary	Ongoing	Medium	Possible cost implications where gaps are identified	Car park signage - June 2021 Welcome signage - Feb 2022

## ACCESSIBILITY PLAN

### Schedule 22: Action Plan B – Improving Curriculum Access

#### Already in place:

- Essentials curriculum developed and delivered at a basic, advanced and deep level – with relative support being provided.
- Interventions in place for targeted EAL/SEN pupils. Use Plan, Do, Review cycle to inform our graduated approach to meeting the pupils' needs
- Non-class based SENCo to support teaching and learning
- 3 day week non-class based EAL teacher to support teaching and learning
- Detailed transition planning for children both between years in school and also from Nursery to Oak Hill, Oak Hill to middle schools
- Families with financial issues supported to ensure pupils with SEND are not prevented from being included in activities/events
- Close liaison between Attendance Officer, SLT and EWO to monitor and improve attendance

## Further planned improvements:

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Is provision adapted to meet the needs of our pupils?	SLT / Inclusion Manager to monitor quality of differentiation and provision for SEND pupils.	Termly	High	SLT release costs	18.2.22
2	How do you know if interventions are successful?	SLT and Inclusion Manager to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups for individual children on the SEN register.	Termly	High	Resourcing costs of identified areas to develop	18.12.21 18.2.22
3	How are classrooms organised to promote the participation and independence of all pupils?	Inclusion Manager to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.		High	Possible resource implications where gaps are identified	4.2.22
4	How are staff supported to ensure planning and subsequent interventions are effective?	Inclusion Manager to deliver staff training to teaching staff and support assistants. SaLT training from Worcestershire S&L Services. Mid-point reviews to identify progress/next steps.	Termly	High	Not applicable	18.12.21 REview 18.2.22 REview SALT training - Autumn Term SALT TA's ongoing in house training
5	How are staff supported in developing their knowledge and understanding of specific complex needs? SLCN, ADHD, ASD, Dyspraxia, dyslexia	Identify gaps in knowledge and seek external advice if necessary. Inclusion Manager to deliver training where possible. Online training options to be explored	Ongoing	High	None	SALT training - Autumn Term Audit gaps - Dyspraxia - 9.3.22 Dyslexia - 12.1.22
6	Do pupils understand the nature of different disabilities and demonstrate our inclusive ethos?	SENCo to seek to develop links/visits with local special schools.	Ongoing	Low		Covd Restrictions



7	Could the provision provided for pupils with social and emotional needs be improved?	<p>SENDCo to complete Trauma Informed Schools training 2020-21. Training to be disseminated to whole staff.</p> <p>SLT to explore different outside providers to support pupils with social or emotional needs. External agencies to support parents with home issues such as behaviour.</p>	2021-22	High	<p>£2000 Staff meeting and TEDay time</p> <p>£960 £0 £0 £0</p>	<p>SENDCo absence - partially trained</p> <p>PBT Winstons Wish Touchstones Chroma Psychotherapy</p>
8	Are pupils with SEND included in pupil forums?	Both SEND and EAL pupils are regularly selected to share their pupil voice in curriculum pupil conversations held by SLT and subject leaders	Ongoing	Low	None	ongoing

## ACCESSIBILITY PLAN

### Action Plan C – Improving the Delivery of Written Information

#### Already in place:

- Polish translator produces individual letters in relation to attendance/parental consultations.
- Class Dojo has a Translate function for parents to read messages and Posts.
- Parents who struggle with their own Literacy skills supported by phone calls/verbal explanations
- Family learning, advice leaflets available in Reception Area and parent noticeboards on front playground
- Information e.g. Parenting services, School nurse support shared on Dojo

#### Further planned improvements:

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Can parents access written communication?	<p>The school will make itself aware of the services available for converting written information into alternative formats.</p> <p>Review current communication and develop generic letters for key events. Consider variety of formats: ~'easy read' vocabulary choices ~large print</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Low</p> <p>Low</p>	<p>Not applicable</p> <p>Not applicable</p>	

