

# Olive Hill Primary School

*A member of Stour Vale Academy Trust*



## Accessibility Plan February 2023

**Working together to achieve the best possible outcomes for all children, whatever their needs or abilities.**

Policy Tracker - Responsibility for monitoring this policy: Local Governing Body (Reviewed Annually or in response to changes in legislation or LSCB operating procedures)			
Date	Reviewed By:	Role	Date Approved by the Governing Board
08/01/23	Hannah Grasby	Headteacher	09.02.23

# Accessibility Plan

Our core value is the belief that we are here for each and every child. We believe that fairness is giving every child what they need to be **happy** children, **confident** individuals, **responsible** citizens and **successful** learners.

In delivering our core value, we demonstrate a commitment to excellence and continuous growth through developing leadership in every role, trust and transparency.

At Olive Hill we deliver a broad and balanced curriculum that incorporates:

- Character development;
- Academic achievement;
- Oracy.

We are rigorous, robust and relentless in our pursuit of excellence through having the highest expectations of the children and ourselves. We act with integrity and compassion at all times. It is the strength of our relationships that allow us to deliver a high-quality education to all.

We believe in learning without limits.

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## 1. Aims

The school recognises its duty under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- not discriminate against disabled children in their admissions and exclusions, and provision of education and associated services
- to take reasonable steps to avoid putting disabled children at a substantial disadvantage
- improve education and related activities by increasing the extent to which disabled children can participate in the curriculum
- improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided
- improve the provision of information to disabled children

At Olive Hill, we are here for each and every child. Our aim is to help children aspire and achieve their potential academically, personally, socially and emotionally in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. We are ambitious for every child and we treat all children fairly and kindly.

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. This includes looking across the wider MAT, the local authority and beyond to ensure that we are able to implement the plan to ensure the success of each individual child.

This plan will be made available online on the school website and paper copies are available on request. If there are any concerns relating to accessibility in school, the school complaints procedure sets out the process for raising these concerns.

The school provides all children with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual children and endorses the key principles in the National Curriculum 2014 framework, which are essential to the development of a more inclusive curriculum and that ensure equal opportunities are met:

- setting suitable learning challenges
- responding to children' diverse learning needs

- overcoming potential barriers to learning and assessment for individuals and groups of children.

Olive Hill Primary is a single storey building which enables disabled access. Children who require extra support have Personal Evacuation Plans (PEEPs) in place to ensure they can exit the building safely in an emergency. There is a disabled toilet facility and ramped access to playgrounds and outdoor areas. All indoor and exit door ways are wide enough for comfortable wheelchair access.

## 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 children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled children. 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. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. The 3 areas to be considered in this action plan are:

### a) Increase access to the curriculum for children with a disability

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

*[See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled children"]*

### b) Improve and maintain access to the physical environment

The school will take account of the needs of children and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of

the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

*[See checklist on page 30 of DfES Guidance.]*

**c) Improve the delivery of information to children with a disability**

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

*[See checklist on page 30 of DfES Guidance.]*

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
<p>Increase access to the curriculum for children with a disability</p>	<p>Our school offers a differentiated curriculum for all children.</p> <p>We use resources tailored to the needs of children who require support to access the curriculum e.g. the use of blue paper and/or coloured overlays</p> <p>Curriculum progress is tracked for all children, including those with a disability.</p> <p>Targets are set effectively and are appropriate for children with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all children.</p>	<p>To ensure the curriculum is accessible to all.</p> <p>To ensure that the curriculum raises awareness of accessibility</p> <p>To ensure that the curriculum rapidly responds to the needs of all children e.g. children new to the school who have a disability.</p>	<p>Curriculum resources to include examples of people with disabilities.</p>	<p>SLT with lead persons for SMSC.</p> <p>SENCO</p>	<p>Respond to need</p>	<p>All children are exposed to disabilities (physical, mental, learning), enabling them to develop a deeper understanding of the society in which they reside and to develop empathy for all.</p> <p>School is able to rapidly respond to the needs of all children, including those who join the school.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of children as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul>	<p>To ensure that the physical environment is accessible to all.</p> <p>To ensure that the physical environment rapidly responds to the needs of all children e.g. children new to the</p>		<p>Headteacher with site manager</p>	<p>Respond to need</p>	<p>Physical environment remains accessible to all.</p>

	<ul style="list-style-type: none"> <li>Library shelves at wheelchair-accessible height</li> <li>Outside environment, including accessibility to the playgrounds</li> </ul>	school who have a disability.				
Improve the delivery of information to children with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>Internal signage</li> <li>Large print resources</li> <li>Pictorial or symbolic representations</li> <li>Use of blue paper, where appropriate</li> </ul>	<p>To ensure that the delivery of information is accessible for all.</p> <p>To ensure that the delivery of information rapidly responds to the needs of all children e.g. children new to the school who have a disability.</p>	To ensure that all internal signage is understood by all children (do they understand the symbols being used?).	<p>Classteachers with SENCO</p> <p>SENCO</p>	<p>To be completed as part of classroom risk assessments.</p> <p>Respond to need</p>	<p>Communication methods are understood by all.</p> <p>Delivery of information remains accessible for all.</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 reviewed by the headteacher, the SENCO and the School Business Manager.

It will be approved by the governing board.

#### 5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report

- › SEND policy
- › Supporting pupils with medical conditions policy