



Oakfield Short Stay School Accessibility Plan

Oakfield Short Stay School	
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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

Oakfield Short Stay Primary School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. We have a caring, supportive ethos that seeks to value all individuals and treat them fairly and with respect. Our school promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use the school.

By promoting a positive attitude towards disabled people, we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We are 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.

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

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

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

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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

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

Attached is a set of actions showing how the school will address the priorities identified in the plan.

Information from pupil data and school audit

Oakfield Short Stay Primary School is a 30 place pupil referral unit spanning Year 1 to Year 6. Initial information to establish the profile of the pupils and their needs is gathered by school staff. The information is collated prior to starting school by:

- Home visits
- Parent meetings.
- Induction meetings
- Information gathered from previous settings and providers

Annual questionnaires are sent to parents asking for information on disabilities. The parents are asked to explain how school could help in addressing the needs of the child who is attending Oakfield Short Stay Primary School. This feeds into and informs the points for action including :

Written information

Physical environment

Curriculum access

Information Gathering in relation to the recruitment, development and retention of disabled employees

Oakfield Short Stay Primary School follows local authority guidance on the collecting of information on disabled employees and the recruitment of new staff. This information will be available on the local authority school staffing database. It will be analysed by our school to show where disabled staff are deployed across the school. Other areas of analysis will cover: Seniority, TLR payments, permanency of staff, CPD, disciplinary and capability proceedings, harassment and bullying, sickness and those leaving the profession early. Those staff who voluntarily provide information will be assured that it is used confidentially to inform working practice and conditions.

All staff will be supported by the local authority agreed policies on sickness and returning to work. Our school would seek to contact the 'Access to work' scheme to explore possible support to staff if required during their employment.

Views of those consulted during the development of the plan

The Oakfield Short Stay Primary School Accessibility Plan has been developed and drawn up based upon information supplied by The Local Authority, and consultations with children, parents, staff and Governors of the school. Other outside agencies and specialists have also been consulted.

Pupils in our school, have provided their views to the group on accessibility issues and the provision they are receiving. See Appendix B. From the Annual Review of pupil statements we collate pupil and parent views to inform our scheme. Through respectful relationships with disabled pupils we would acknowledge their feelings and respond to their views.

The needs of all pupils and staff, including disabled pupils, are considered when planning and delivering all aspects of the curriculum. It is the responsibility of the three phase leaders to lead their teams and ensure that teaching matches the learning needs of all children. Each teacher is aware of the individual needs of all of the pupils. This informs the;

- Physical environment
- Curriculum provision
- And the written information shared.

Views of the parents and carers are gathered at the beginning of the year and there are regular occasions throughout the year where details can be updated.

Data is stored centrally by the SENCo/Inclusion Coordinator on each child to inform the accessibility requirements of the school.

Where we have disabled staff, parents and service providers we will provide a response to suggestions on how we can improve our disability scheme and its priorities. This would inform considerations that may be required to make reasonable adjustments

The main priorities in the school's plan

1. Increasing the extent to which disabled pupils can participate in the school curriculum

The needs of all of the pupils of the school are considered when planning the school curriculum. It is the responsibility of the Assistant Headteachers to lead a team of teachers to ensure that the needs of all of the pupils are met.

In order to ensure that all children are catered for the SENCo/Inclusion Coordinators works closely with the Assistant Headteachers and Headteacher

A detailed target setting system for all of the children with special needs has been used. This highlights the specific needs of each child including those with disabilities and targets their curriculum provision.

Where necessary outside agencies are contacted for specialist support e.g. Autism Outreach team, physiotherapists, support for behaviour management, support from the Educational Psychologist.

All classrooms are able to access the outdoor environment through exits which have wheelchair access.

See action plan for increased access to the curriculum.

2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Oakfield Short Stay Primary School is a single level building with double doors in all main areas. There is disabled access from each classroom to the outside footpaths and yard area.
- There are 2 designated disabled toilets one within each site. See action plan for increasing access to the physical environment.
- On site car parking for visitors includes a disabled parking bay at both sites
- The school has internal emergency signage and escape routes are marked

3. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- All information shared takes account of the needs of the pupils. Advice is sought from specialist agencies e.g. hearing impairment agency with regards to specific needs, when they arise e.g. large print needed or use of a hearing aid.
- The views of the parents/pupils and staff are taken account of on a regular basis, this informs the way that written information is delivered.
- Preferences of parents/carers will be taken account of.
- See action plan for increasing the accessibility of written information

Making it happen - Management, coordination and implementation

- Oakfield Short Stay Primary senior management team e.g. Headteacher, Deputy Headteachers, SENCo/Inclusion Coordinators and Management Committee will ensure that the 2023 -2026 Accessibility Plan is managed and implemented.
- The Headteacher, Assistant Headteachers and Business Support will ensure that quotes for work to be carried out are sought and that the needs of the pupils inform the setting of the budget and the three areas of
 1. Increasing the accessibility of written information
 2. Increasing the accessibility of the physical environment
 3. Increasing the access ability of the curriculum

The Accessibility Plan will also coincide with the School Development Plan and the School Self Evaluation Plan and Strategic Overview.

The School Accessibility Plan will be shared and coordinated with other services and agencies e.g.

- With the LA's accessibility strategy
- Social services
- Health agencies, particularly in respect of meeting the health needs of the disabled pupils in school.

We will consult with experts when new situations regarding children with disabilities are experienced. The Management Committee and Senior Leadership Team will work closely with the Local Authority.

The attached action plans set out the priorities set by the school to improve accessibility of Oakfield Short Stay Primary School under the headings of

- Increasing accessibility to written information
- Increasing accessibility to the curriculum
- Increasing accessibility to the physical environment.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

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
- Supporting pupils with medical conditions policy
- Curriculum Policy
- Special Educational Needs Policy

Person completing the plan : Lewis Pegg and Craig Collins (updated September 2023)

Accessibility Plan & Disability Equality Scheme Activities

School: Oakfield Short Stay Primary School

Date: 2023- 2026

Target	Outcome	Timescale	Resources	Person responsible	Monitoring and Evidence
1. Promoting curriculum access for disabled pupils and adults					
Continue to comply with the Equality Act 2010	All statutory policies to be reviewed to ensure they reflect inclusive practise and procedure	ongoing	School Policies	Headteacher Subject Leaders	Management Committee monitoring
Continue to audit, review, and develop staff expertise based on the needs of the school	All staff feel confident working with pupils who have a range of SEND needs, staff knowledge utilised to support less experiences staff.	ongoing	Performance Management Staff meetings/Discussions	SLT Teaching Staff	Annual and mid-term reviews
Off site visits continue to be promoted and accessed by all pupils to enhance the curriculum offer irrespective of attainment and impairment	Regular school trips planned where all pupils are able to attend and access, making reasonable adjustments so ensure success	ongoing	Risk Assessments Pre-trip visits	SLT Teaching Staff Support staff	Monitoring and evaluation cycle
Classrooms and other settings continue to be optimally organised to promote the participation and	Lessons start on time, without the need to make adjustments to accommodate the needs of individuals	ongoing	Visual timetables Now and next boards Review and implement a preferred layout of furniture and equipment to support	Teaching Staff Head teacher	Learning Walks

independence of all pupils			the learning process in individual class bases		
Assistive technology to be considered and explored for pupils who experience physical limitations	Consult with the specialist teaching service and OT service for personalised solutions and aids for individuals	ongoing	Assistive technology when required (hardware and software)	SENDCo SLT Teaching staff	Annual Reviews Monitoring and evaluation
2. Improving the physical environment of the school and its services					
Continue to maintain the physical environment of the school in order to maintain accessibility for all pupils	All children and adults who are wheel chair users continue to access all parts of the school	ongoing	Specialist support from outside agencies Doors to and from classrooms wide enough for wheelchair access PEEP completed for pupils in wheelchairs	Head teacher SENCo/Inclusion Coordinator	Management Committee Health and Safety Walk rounds
Continue to ensure Personal Emergency Evacuation Plans cover pupils and adults with a disability	Staff are aware of all Personal Emergency Evacuation Plans and routes from their classrooms for vulnerable pupils	Reviewed annually	Specialist support from outside agencies Identify alternative route for evacuation from classrooms e.g. if door widths are too narrow, if fire alarm won't be heard. Fire drills to prepare for actual event at different times of the day with all staff members	Head teacher All Staff SENCo/Inclusion Coordinator	Record of Fire drill practices Fire Evacuation Plan monitored annually or as needs change
3. Improving the quality of information for and about disabled pupils and adults					
Continue to provide information in a range	Information to be shared can be found	ongoing	Specialist resources and support from outside agencies	Head teacher Business support	Feedback indicates delivery of school information to parents/

of formats, including website access	on website and in a range of formats				carers /school community improved
Continue to ensure that parents/ carers who have a disability can receive information and reports by an alternative method	All parents / carers have appropriate access to the information the school shares Specific arrangements made to meet identified needs	ongoing	Specialist support from LA when needed Update Sims Seek the views of parents/ carers on preferred method of communication Ensure all information is made available in a suitable format in a reasonable time e.g. translated into appropriate language, available in large print	Head teacher Business Support	Copies of information kept on file
Promote frequent face to face contact with parents and home visits to improve quality information sharing to address misconceptions early	All parents/carers have frequent opportunities to discuss information and needs regularly and partnership working continues to be strong.	ongoing	Family support workers	Family support workers SLT SENDCo	Records of meetings