



Accessibility Policy

(See also the *Accessibility Statement* on our website)

Introduction

The Governing Board of the school is responsible for the content of the policy and the Co-Headteachers for implementation.

Oak Green is an inclusive school. We aim to make all children feel included in all our activities and aim to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children. We actively encourage equity and equality through our work.

This policy will be published on the school website. This policy will be monitored as part of the schools' monitoring and evaluation programme. Please see also the Accessibility Plan.

Aims and objectives

To increase the extent to which disabled pupils can participate in the curriculum

To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

To improve the availability of accessible written information

Accessibility Plan

Our accompanying plan is drawn up based upon the needs of the school and the school site, and this is reviewed annually in respect of progress and outcomes. It is structured to complement and support the school's equality objectives and will be published on the school's website.

We are committed to providing an environment that enables full curriculum access and values 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.

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

It contains relevant and timely actions to:

- Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in sporting events and after-school clubs, leisure and cultural activities or school visits. It also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- Improve 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 handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe.

The Accessibility Plan for physical accessibility builds on an Access Audit of the school, which is the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans.

Admissions

Prior to the admission of a student with specific accessibility requirements a full assessment will be undertaken, including site visits, to ascertain the nature of the requirements. The assessment will involve the student, his/her parents/carers, the Local Authority and staff at the school, including previous setting/s attended.

When current facilities are not suitable the school and the Local Authority will agree the appropriate action to be taken, the timescale for delivery and the funding source to be used for providing required additional resources/facilities.

Physical Access

The original Oak Green School buildings were built in the 1950s and were not designed for disabled access. The existing building and the Early Years building have been adapted/ built to include access considerations. This process is ongoing and access is regularly reviewed in e.g. Health and Safety walks.

Arrangements include:

- Step-free access from the playground to the main building and the school office.
- 2 disabled toilets at each end of the school
- Lift on ground floor of Year 5 to access Year 6 classrooms
- Personal Evacuation Emergency Plans (PEEPs) for necessary children
- Thumb-key installation throughout school for access and fire/ emergency exit
- Ramps and one-level access to entry doors
- Further disabled parking places – now numbering 2 – one in each staff / visitor car park and these re-sited nearer doors
- Improvements to flooring and thresholds in ARP and other classroom and shared spaces
- Refurbishment of disabled toilet facilities
- Better visibility through replacement of doors with adequate panels

Additionally any new buildings and refurbishment plans will take account of providing suitable access in conjunction with Buckinghamshire Council.

Curriculum Areas

Where possible we will ensure that students have access to all our curriculum areas. This may necessarily involve the support of Teaching Assistants (TAs). Every effort will be made to make any school event or visit/journey, including residential stays, possible by suitable choice of venue to minimise risk, and by forward planning to ensure that all students can gain best value from the experience.

At present, a wheelchair user can have full access to the curriculum, supported by a team of TAs and Medical Team, who can assist to ensure that school users are not disadvantaged by any specific medical conditions. Alternatively, lessons

will be re-roomed to ensure full access by all students as and when necessary. Consideration as to location of classes when planning for academic years takes into account any access requirements of children and adults.

Pupils with Education Healthcare Plans (EHCPs) with physical disabilities are the subject of a site access/risk assessment/curriculum access prior to joining the school, as directed by BC LA and SEND services. The assessment will be carried out by specialist professional, i.e. occupational therapists, special teacher for the disabled, in order to assess school site suitability and to ensure that any necessary adaptations and equipment can be put in place.

Training

Members of staff are updated as to the needs of specific students. This may include, e.g. wheelchair access both around the building and in classrooms, where issues such as the height of desks might be a problem.

TAs are given specific training to fulfil their role and this is repeated as required.

Members of staff, both teaching and support, are trained to provide onsite first aid when required and request professional medical assistance if needed.

The specific needs of children are identified with the SENDCo/ SEND Team and Medical Lead/s with professional advice and parental guidance and supporting services, e.g. School Nursing Team, visually or hearing impaired support and direction given for use of any specific equipment e.g. hearing aids, chairs, hoists, etc.

Information and Communication

Depending upon the specific area of need, alternative forms of information and communication can be provided for users as appropriate. For example, where appropriate:

- students are able to record work using electronic devices/ in digital format rather than in written form.
- Adjustments to accommodate those with particular requirements e.g. visibility - font style and size.
- Information from the school will be provided in a suitable format for specific parents/carers when required.
- Access arrangements are utilised for national statutory assessments in line with STA guidance, e.g.
 - Amanuenses (scribe) used for students with physical disability of both a temporary and permanent nature.
 - examination papers can be enlarged for visually impaired students

Review

This Accessibility Policy will be reviewed every three years to take account of:

- Changes to the school environment and organisation
- Advice from the Local Authority
- National legislation, guidance and proposals

Links with other policies

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

- Risk Assessments
- Health & Safety Policy
- Equalities and Cohesion Policy
- Special Educational Needs and Disabilities Policy
- Supporting pupils with Medical Conditions Policy