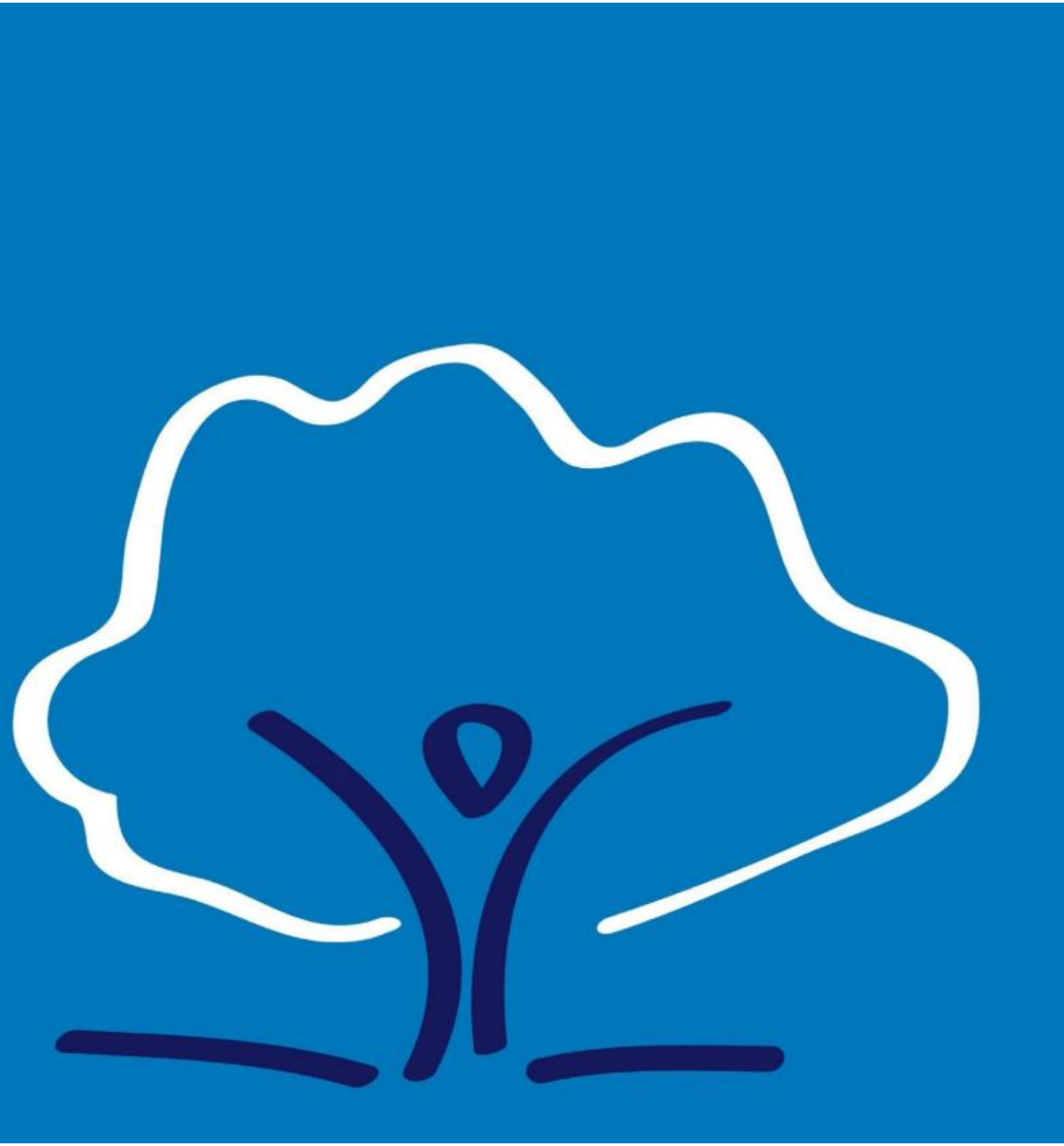

Accessibility Policy

Orchard Meadow Primary School

The best in everyone™

Part of United Learning

Document Control	
Document Title	Accessibility Policy
Ratified By	Governors
Date Ratified	
Reviewed by	Emilie Fidler - Principal
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Purpose of the Plan

The purpose of this plan is to show how Orchard Meadow Primary School intends to maintain accessibility of our school for disabled pupils and continue to monitor on a regular basis. Orchard Meadow Primary 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.

School Ethos, Vision & Values

We seek to serve the local and wider community by offering children a caring and educationally rich learning environment in which to flourish as individuals and become increasingly valuable members of society.

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. This school will not tolerate harassment of any person whether a disabled people with any form of impairment or a pupil who is a carer of disabled parents.

We believe the school should provide a happy, caring, stimulating environment in which everybody has the opportunity to succeed regardless of gender, ethnic origin or disability. We recognise and celebrate diversity and aim to work with children, parents, staff and the wider community to redress potential inequalities.

Legislation and Guidance

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 auxiliary aid or adjustments to premises.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities, for example from healthcare professionals.

We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.

Legal Background

Under the Equality Act (2010) all schools must have an Accessibility Plan. The Equality Act (2010) replaced all existing equality legislation including the Disability Discrimination Act (1995). The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

Documents and policies

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

- Supporting Students with Medical Needs Policy
- Equality Information and Objectives Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy

Aims and objectives

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

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
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Our school aims to treat all its pupils equally and with respect. Providing access and opportunities for all pupils without discrimination of any kind is paramount in being an inclusive school. 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.

Training of staff is a crucial step in reducing any discrimination, therefore our school regularly trains all staff and governors on equality issues, including the Equality Act 2010.

Our school'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.

Below is a set of actions showing how Orchard Meadow Primary School will address the priorities identified in the plan.

Actions:

School Partnerships & Support

Orchard Meadow Primary School utilises the outreach support offered by Oxfordshire County Council. Pupils and staff can benefit from the outreach support and guidance for a range of different specialist educational needs and disabilities. Orchard Meadow seek advice if needed to reduce and eliminate

barriers when accessing the curriculum and to allow full participation in the school community for pupils, and prospective pupils, staff, volunteers and visitors with a disability.

Educational Opportunities & Achievement

At Orchard Meadow Primary School we collect data on the achievements of pupils from many areas such as: learning conversations, pupil progress meetings, data gap analysis, PLP reviews, Annual Reviews, National Curriculum Key Stage 1 & 2 assessment results, Teacher Assessments and Rising Stars Assessment.

Teachers are aware of the importance of providing scaffolded work for pupils with SEND, to allow them to have the same equal opportunities of succeeding academically as their peers and providing an inclusive learning environment. If information needs to be adapted for visually impairment students, then this is provided by teachers or teaching assistants and overseen by Dorset Vision Support.

Orchard Meadow communicates with a number of different primary and secondary school settings to help the transition of new starters and those moving on from Year 6. The school also has a thorough handover for any child moving from a mainstream setting in to specialist provision to ensure that all plans already in place are communicated with the new school. Information sharing is a key element to successful inclusive practice in school.

Staff participate in on going continued professional development to learn about various needs of pupils and how to respond appropriately. This training is delivered by the SENDCo, senior leadership or external professionals.

All children with a disability or SEND have a ‘pupil passport’ which outlines their likes, dislikes and ways in which to support their learning. This provides valuable information for supply teachers who may not have taught that child before.

A variety of interventions and provision takes places across the school to meet the needs of all pupils on the SEND register or have an EHCP.

External Agencies

Orchard Meadow liaises with the School Nurse, Health Visitors, vision support, hearing support, educational psychology, CAMHS, speech & language therapy, occupational and physical therapy and Community Paediatricians.

Off-site Visits

All children have access to educational visits and reasonable adjustments are made to the best of the school’s ability to allow for inclusion. For example, extra adult support and preparation to ensure the children can deal with the change in routine. This includes hiring wheelchair access coaches where appropriate and carrying out pre-visit risk assessments to ensure the child has been appropriately planned for. Teachers should be aware of any children with additional needs or medical needs and plan for them appropriately prior to going off-site, this may require a specific section on the risk assessment outlining procedures put in place to reduce the risk or injury, illness or harm.

Environment

Orchard Meadow Primary School is extremely well designed and accommodating for people with physical disabilities, such as wheelchair users. The school is based on over two floors with stair lifts located on two of our main staircases to reach the first floor. The corridors are wide enough for a wheelchair and remain clutter free for easy access. Furniture in classrooms can be adapted and rearranged as necessary to suit

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the needs of any children with wheelchairs or walking frames. All entryways and exits are accessible by a wheelchair user.

Reasonable Adjustments

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non - disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non – disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school. Reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons, their parents, vision, hearing and mobility support, Physiotherapists, and Occupational Therapists.

Plan Availability

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copy available on request

Monitoring & Evaluating

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The school will use the information gathered by staff, parents and pupils to update and amend the policy, setting new targets in the accessibility strategy to further the aims of the school in this area.

This plan will be reviewed annually.

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