


<h1 style="text-align: center;">Accessibility Plan</h1> <div style="text-align: center;">  <p style="text-align: center;">Oakmeadow CE Primary and Nursery School</p> </div>	
Reviewed August 18	Next Review due: August 21

1. Introduction

This plan identifies how the school meets the needs of disabled children in response to the special Educational needs and Disabilities Code of Practice 2014, 0-25 years. This plan will be reviewed every three years by the governing body.

All schools must make reasonable adjustments to procedure, criteria and practices and by the provision of auxiliary aids and services to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. Most providers must also make reasonable adjustments by making physical alterations. Schools must publish their accessibility plan setting out how they will increase access for disabled children to the curriculum, the physical environment and to information (SEND Code of Practice 2014)

Oakmeadow CE Primary School is committed to improving access for disabled pupils. We are an inclusive school and are proactive in anticipating the potential barriers that pupils with disabilities may face, in order to remove these, so that every student is fully included in all aspects of school life. We would actively encourage all parents/carers, who have a child with a disability and are considering choosing Oakmeadow CE Primary School, to meet with the SENCo and complete a site audit. In partnership, and with the guidance of additional services (Occupational Therapy, physiotherapy, Sensory Inclusion Team) if necessary, we will ensure the site meets your child's individual requirements.

1. Definition of Disability

The Disability Discrimination Act defines a disability as 'a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

2. Definition of Special Educational Needs

‘A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’ A child or young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children the same age.
- Have a disability which prevents, or hinders, them from making use of facilities of a kind generally provided for children of the same age in mainstream schools.

This definition includes sensory impairments such as those affecting sight and hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.

The Accessibility Plan should be read in conjunction with:

- The LA admissions policy
- The LA accessibility
- The Special Educational Needs Policy
- The SEND information report

Context:

Oakmeadow CE Primary and Nursery School building is constructed of part old building and part new building, which was constructed in 2008-9. The building includes automatic doors at entrances, two disabled toilets and wide corridors.

There are currently no pupils requiring wheelchairs at Oakmeadow. (As of August 2018). Access arrangements are arranged to support pupils during the SATS exam period if required. Occupational Therapy and Physiotherapy are available to support the school with an accessibility audit for new pupils with disabilities when required.

All outdoor spaces are completely accessible to wheelchair users as is the school canteen. All staff are made aware of pupils who have a disability, including those who are colour blind, and personalise their lessons accordingly.

The Plan:

Current Position	Target	Actions	Outcome
First aid staff have been EVAC trained. TA's are allocated to specific pupils and responsible for them during a fire alarm	Ensure all staff are aware of fire procedures for pupils with disabilities.	Review needs of identified pupils. Train new first aid teaching and support staff to use the EVAC chair correctly.	Identified pupils are safe and have a clear set of procedure in case of a fire. Evac chairs are regularly serviced under the guidance of the Facilities Manager.
If necessary, when available coaches with wheelchair access are booked however on occasions, when not available, pupils are required to travel separately in a taxi.	If necessary, ensure coaches with wheelchair access are booked for educational trips.	Ensure all departments give advanced warning of trips to the admin office so transport can be booked at the earliest possible opportunity.	All pupils will feel included and will travel with their cohort.
Day to day resources are enlarged to increase the size of the text. Resources are photocopied and powerpoints are displayed on a beige background to support those with a visual impairment.	To increase the availability of materials in alternative formats including SAT's texts and text books.	Contact LA for guidance and support. Contact examination boards as part of access arrangements.	Increased access to curriculum materials.
Staff have received training on the new code of practice 2014.	To ensure all staff are trained to support pupils with disabilities.	Training session to new staff on new code of practice. All staff to meet with parents of pupils with disabilities to formulate action plan of support in partnership.	All pupils will be fully included in school.