

OUGHTRINGTON  
COMMUNITY  
PRIMARY SCHOOL



## Accessibility Plan

**Oughtrington Community Primary School**

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**September 2017 – September 2020**



At Oughtrington Community Primary School we believe that every child should have access to a broad, balance, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential. To this end, we have drawn up our own Accessibility Plan. The Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Under the Equality Act 2010 all schools should have an Accessibility Plan. The Accessibility Plan is also listed as a statutory document of the Department for Education's guidance on statutory policies for schools and must be approved by Governors and reviewed every three years. According to the Equality Act 2010 a person has a disability if: a) He or she has a physical or mental impairment, and b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities. As previously mentioned the Accessibility Plan will be drawn up to cover a three year period and will be updated annually. It will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are able - bodied pupils. This covers teaching and learning and the wider curriculum of the school such as in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of the written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and events. The information should be made available in various preferred formats within a reasonable time frame.

Our Aims are:

- Increase the extent to which pupils with a disability can participate in the school curriculum
- Improve the physical environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services
- Improve the delivery of information to pupils with a disability and parents

**Our Accessibility Plan, as required by the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)**

**Aim 1: To increase the extent to which pupils with a disability can participate in the school curriculum. Currently full involvement for children with specific learning difficulties and hearing needs/impairments**

	<b>Aim</b>	<b>To be achieved by ...</b>	<b>Personnel</b>	<b>Success Criteria</b>	<b>Monitor and Review</b>
<b>Short term</b>	To liaise with preschool providers to review potential intake for September 2017, with a specific focus on physical needs/requirements	<ul style="list-style-type: none"> <li>Identifying pupils who may need additional or different provision for September 2017</li> </ul>	EYFS teachers SENCO/Head Teacher Assistant SENCO  September 2017	Procedures/equipment/ideas for children with physical impairment set in place by September 2017 to ensure a smooth transition, if necessary.	SENCO/Head EYFS teachers Assistant SENCO
	To establish close liaison with parents. To establish meetings for parents/carers of preschool children with additional needs and/or disabilities	<ul style="list-style-type: none"> <li>Ensuring collaboration and sharing between school and families through the 'New intake' meetings scheduled for Summer 2017</li> </ul>	EYFS teachers SENCO Assistant SENCO  September 2017	Clear collaborative working approach. A smooth transition into Early Years Foundation Stage for children with additional needs.	SENCO EYFS teachers Assistant SENCO
	To establish close liaison with outside agencies for	<ul style="list-style-type: none"> <li>Ensuring collaboration between key personnel</li> </ul>	All staff SENCO	Clear collaborative working approach. Staff able to support	SENCO Assistant SENCO

	pupils with ongoing health needs. E.g. Children with severe asthma, diabetes, ADHD, anaphylaxis, epilepsy or mobility issues.	<ul style="list-style-type: none"> <li>• Whole school ADHD training <ul style="list-style-type: none"> <li>• Additional training for staff where necessary</li> </ul> </li> </ul>	On going	children with ADHD to ensure they successfully meet their needs.	Outside Agencies
	To identify a Speech and Language Lead to coordinate training, support and guidance for teachers who are supporting children with Speech and Language needs.	<ul style="list-style-type: none"> <li>• Identifying/assessing children who may have Speech and Language needs.</li> <li>• Ensuring that an appropriate programme of support is in place.</li> <li>• Assessing the impact of the programme with the Speech and Language therapist.</li> </ul>	SENCO Assistant SENCO Speech and language therapist	Children with Speech and Language needs make good/better progress towards their targets.	SENCO  WLA S&L Department

<b>Medium term</b>	To promote the involvement of children with a disability in classroom discussions/activities. To take account of learning styles.	<ul style="list-style-type: none"> <li>• Within the curriculum, the school aims to provide full access to all aspects of the Curriculum by providing, where appropriate; <ul style="list-style-type: none"> <li>• Wheelchair access,</li> <li>• Creating positive images of disability within the school so that children grow into adults who have an understanding of the needs of children with a disability</li> <li>• Including books and materials in school which promote a positive image of children and adults with a disability</li> <li>• Audio/sound field equipment</li> </ul> </li> </ul>	All staff SENCO Assistant SENCO	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. The needs of all children with a disability, parents and staff are represented within the school.	Head (lesson observations, 'drop in')  Assistant SENCO
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		<ul style="list-style-type: none"> <li>● Promotion of Values Education</li> </ul>			
	<p>Training for teachers on differentiating the PE curriculum. (With a particular focus on the activities organised for Sports Day)</p>	<ul style="list-style-type: none"> <li>● Real PE scheme of work embedded with all staff. Staff made aware of the section in the scheme for children with a disability.</li> <li>● Evidence in informal lesson observations that children with physical disabilities are able to access the curriculum alongside their peers.</li> </ul>	<p>All staff SENCO</p> <p>PE Lead PE Apprentice</p>	<p>Increase in access to all school activities for all children with a disability.</p> <p>All children able to access PE lessons and Sports Day activities – evidence from informal lesson observations.</p>	<p>Head SENCO PE Leader PE Apprentice</p>
	<p>To review audit of pupil needs and staff training to meet those needs.</p>	<ul style="list-style-type: none"> <li>● Review the specific needs for children living with a disability, in terms of basic daily living skills, relationships and future aspirations</li> <li>● Liaising with an Occupational Health therapist and other relevant professionals</li> <li>● Liaise with a play therapist <ul style="list-style-type: none"> <li>● Aspirational Day</li> </ul> </li> </ul>	<p>All staff SENCO Assistant SENCO PE Funding</p>	<p>Teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning. The use of other professional partners has been made available. Increase in access to all school activities for all children with a disability.</p>	<p>Head SENCO Assistant SENCO</p>

**Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services.**

	<b>Aim</b>	<b>To be achieved by:</b>	<b>Personnel</b>	<b>Success Criteria</b>	<b>Monitoring and Review</b>
<b>Short term</b>	Ensuring a visually stimulating environment for all children, yet to also be ADHD friendly. Ensure all classes have a visual timetable.	<ul style="list-style-type: none"> <li>• Colourful, lively displays in classrooms and inviting role play areas</li> </ul> In addition to advice from recent ADHD learning walk	All teaching and non-teaching staff	Lively and inviting environment maintained. Visual timetable displayed in all classrooms. Values Education to include Diversity.	Head (lesson observations, 'drop in') Assistant SENCO SENCO

	<b>Aim</b>	<b>To be achieved by:</b>	<b>Personnel</b>	<b>Success Criteria</b>	<b>Monitoring and Review</b>
<b>Medium term</b>	Ensuring all with a disability are able to be involved – ensuring access plans, if required, are in place. Occupational Health and other professionals consulted regarding the needs/requirements for children with disabilities.	<ul style="list-style-type: none"> <li>• Review and create access plans for children with a disability</li> <li>• Undertake a confidential survey of staff and governors to ascertain access needs and make sure they are met in school and meetings etc.</li> <li>• Include questions in the confidential pupil information questionnaire about parent/carers access needs and ensure they are met in all events</li> </ul>	Teaching and non-teaching staff  Head	Enabling needs to be met where possible. Children able to achieve their academic, social, emotional and physical targets.	Head SENCO
	Ensuring that parents with a disability have every	<ul style="list-style-type: none"> <li>• Utilise disabled parking spaces for parents with a disability to</li> </ul>	Teaching and	To ensure that parents with a disability are not discriminated	SENCO Head

	opportunity to be involved by ensuring they are able to access the building and written material produced by the school.	drop off and collect children <ul style="list-style-type: none"> <li>• Offer a telephone call to explain letters home for some parents who may require this facility</li> <li>• Adopt an even more proactive approach to identify the access requirements of parents with a disability</li> </ul>	non-teaching staff	against and are encouraged to take an interest and be involved in their child's education.	
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	<b>Aim</b>	<b>To be achieved by:</b>	<b>Personnel</b>	<b>Success Criteria</b>	<b>Monitoring and Review</b>
<b>Long Term</b>	<p>Improve the physical environment of the school environment.</p> <p>A focus on the accessibility of the physical environment Also review car park provision for parents/carers of children with disabilities.</p> <p>Improving the main access to the reception area of the building.</p>	<ul style="list-style-type: none"> <li>• The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairment when planning and undertaking future improvements and refurbishment of the site and premises, such as improved access, lighting at buzzer, buzzer height and colour schemes, and more accessible facilities and fittings.</li> </ul> <p>Break glass to be lowered to wheel chair height Review hearing loop in the new hall</p>	<p>Head</p> <p>Finance and Premises Committees</p>	<p>Enabling needs to be met where possible. Parents/carers using the staff car park.</p>	<p>Head Maintenance Officer</p>