

Oak Meadow Primary School

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Accessibility Plan 2021-2024

From tiny acorns mighty oaks grow.

Approval Date:	January 2021
Signature:	
Date for Review:	January 2024



Statement of Intent

This plan outlines the proposals of the Governing Board of Oak Meadow Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the physical environment of the school, increasing the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided;
3. Improving the availability of accessible information to pupils with disabilities.

Oak Meadow Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. In line with The Equality Act 2010, the school has due regard for the need to

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it.
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Oak Meadow Primary School is committed to ensuring equality of provision throughout the school community. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

- All learners are of equal value;
- We recognise and respect difference;
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging;
- We observe good equalities practice in staff recruitment, retention and development;
- We aim to reduce and remove inequalities and barriers that already exist;
- We have the highest expectations of all our children.

Therefore, our equality objectives are as follows:

- To promote spiritual, moral, social and cultural development through all curricular opportunities, with particular reference to issues of equality and diversity.
- To narrow the gap between disadvantaged and non-disadvantaged pupils in all core areas: reading, writing, mathematics and science.
- To diminish the gender difference between boys and girls in reading, writing and mathematics in all year groups: Reception to Year 6.
- To continually consider how well the school ensures equality of opportunities for all its pupils.
- To tackle prejudice and promote understanding in relation to people with disabilities.
- Effectively support pupils ensuring progress is made by all, including vulnerable groups, i.e. boys and girls, disadvantaged pupils and SEND pupils.

We foster positive attitudes and relationships and a shared sense of cohesion and belonging.

The Governing Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers;
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Parents and carers of pupils if appropriate;
- All staff members;
- Governors;
- External agencies.

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

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.

1. Increase access to the school's curriculum for pupils with a disability.

Issue	Action	Strategies	People / Resources	Timescale	Success Criteria
1.	Increase staff's confidence in developing a differentiated curriculum – meeting all pupils' learning needs.	Deputy Headteacher to monitor the curriculum's accessibility for all pupils. DHT to support teachers' analysis of data to ensure differentiated groupings are accurate.	Deputy Headteacher Phase Leaders Class-teachers Termly Data	Termly – following submittance of teacher assessments and within termly pupil progress meetings.	All pupils, irrespective of their learning needs, are able to access teaching and learning appropriate to their needs. All pupils meet end of year age-related targets or make progress in line with national expectations – according to their

		Discussion to take place in pupil progress meetings ensuring all pupils are making progress in line with expectations.			ability and starting points.
2.	Increase teaching assistants' understanding of disability issues and pupils' needs re accessing of a broad and balanced curriculum.	Senior leaders and classteachers to share teaching strategies suitable for meeting pupils' needs.	Senior Leaders Phase Leaders Classteachers Teaching Assistants	On-Going	All staff are accountable for meeting pupils' needs. Teaching Assistants target and support pupils' access to teaching and learning.
3.	Plan a range of interventions, detailed within the school's Provision Map, for boosting pupils' attainment and progress.	Following scrutiny of termly data, pupils to be identified who may be at risk of under-achievement. Daily keep up, not catch up intervention to target pupils' misconceptions or misunderstanding.	Senior Leaders SENDCo All Classteachers	Termly Measuring of Intervention Impact upon Attainment and Progress.	All pupils accessing identified interventions make accelerated progress – measurable by months' progress or steps in age-related expectations. Keep up, not catch up supports pupils' next step learning and do not feel disadvantaged in the next progressive lesson.
4.	Classroom organisation enables full access for all pupils, staff and visitors.	Site Manager / Headteacher to audit each classroom's organisation and access to all furniture, resources and equipment. Furniture to be monitored to ensure its placement to the year group.	Site Manager Headteacher	Termly Classroom Accessibility Audits	Pupils have full access to the learning environment. Allocated furniture to each year group is maintained and remains consistent.
5.	Organise annual medical training and updates for pupils with asthma, diabetes, allergies...	School Nursing Service to advise HT/ DHT on the leading of the annual medical update training for all classteachers, teaching assistants, office and site staff.	School Nursing Service Classteachers Teaching Assistants Office and Site Staff	Autumn Term	All staff are informed of pupils' medical needs. Staff have an awareness of medical updates and associated actions required in an emergency – including lunch and kitchen staff.
6.	Notebooks and ipads to be available to support pupils' learning within the classroom	Classteachers to plan a range of learning tasks using a variety of software – in line	Classteachers Computing Subject Leader	Half Termly	Pupils' learning is enhanced using computer equipment and software.

	learning environment.	with the Computing curriculum.			
7.	Concero UK Ltd to maintain i-pads and laptops ensuring they are fully operational.	Classroom mini-laptop and i-pad faults are reported as appropriate to Concero for repair and maintenance.	All Staff Computing Subject Leader Concero UK	As Appropriate	All computing equipment is maintained and fully functional.
8.	Ensure all educational visits are accessible for all pupils.	Education Visits Coordinator to lead training to ensure visits remain accessible for all and approval is sought via EVOLVE.	Education Visits Coordinator Class teachers	Termly Visits	Planned visits are Local Authority approved and accessible for all pupils. All educational visits are recorded on EVOLVE.
9.	Review PE teaching and learning to ensure all disabled pupils can access differentiated learning and teaching.	All staff to be informed of all pupils' medical needs. Medical information to be shared with Soccer 2000 staff to ensure all pupils' access to effective PE teaching and learning.	SEND Co PE Subject Leader Soccer 2000 Coaches	Termly	All pupils, irrespective of their physical abilities, understand how teaching and learning can be accessed.

2. Improving the environment of the school, increasing the extent to which pupils with disabilities can take advantage of education and associated services.

Issue	Action	Strategies	People / Resources	Timescale	Success Criteria
1.	To audit access to the school site for all pupils, visitors and governors.	Ensure all staff, visitors and governors are aware of access issues. Write to all parents/carers reminding them to inform school leaders of any access problems/difficulties.	Headteacher	Annually	Staff, visitors and governors are confident that their needs will be met.
2.	Ensure everyone has easy access to the main school entrance hall.	Ensure obstacles do not obstruct access to the entrance hall. Provide appropriate seating for all visitors.	Headteacher Deputy Headteacher Business Manager Site Manager	Annually	All visitors feel welcome to the school entrance hall. Wheelchair users can access the entrance hall with ease.
3.	Maintain safe access for visually impaired visitors.	Ensure exterior lighting is fully functioning.	Site Manager	Continually	Visually impaired people are guided by adequate external lighting.
4.	Ensure all disabled people can evacuate the school building	Devise a Personal Emergency Evacuation Plan (PEEP) for all	Site Manager Headteacher Deputy Headteacher	Annually	All disabled pupils and staff working in the school are safe in the event of an evacuation

	safely and in a timely manner.	pupils, staff and visitors. Ensure all staff are aware of their responsibilities for safe evacuation procedures. Ensure disabled people are aware of all safe evacuation routes as signposted within all areas.	SENDCo		and are aware of all evacuation routes. There is adequate supervision for supporting the evacuation of disabled pupils – overseen by fire marshals.
5.	Pupils to refrain from climbing and running over grass banks to avoid slippage and accidents by: 1. The pathway leading to Peacock Avenue and, 2. Walkway to the school's gates.	Senior Leaders to share with pupils the importance of following the correct pathways to enter and exit school.	Senior Leaders	Termly	Pupils remain safe whilst walking on the school site each day.
3.	Maintain trim trail perimeter fencing to ensure all pupils and staff access area via designated areas - not over or through fencing gaps.	Site Manager to maintain the perimeter fencing dividing the trim trail and main footpath.	Site Manager	August Time	Staff and pupils access the trim trail in the correct, safe way. All pupils, parents, carers and visitors access school via designated footpaths.
4.	Supervision to be provided to ensure all pupils are able to access the forest area during lesson time.	Staff members to support pupils' access to the forest area- checking for trip hazards and obstacles.	Site Manager Caretaker Classteachers Lunchtime Supervisors	On-Going	All pupils can access the forest area safely.
5.	Lift to be serviced annually ensuring access to first floor classrooms and meeting areas. Access to the lift must be kept clear.	Site Manager to action annual servicing of the lift to ensure its safe and reliable operation. Site staff to ensure the walkway to and from the lift is clear of boxes or obstacles.	Site Manager Business Manager	Annually	Lift is operational at all times.
6.	Ensure all disabled pupils understand and know how to evacuate the school building.	Personal emergency evacuation plans to be in place to inform staff of pupils' safe evacuation of the building.	Classteachers Headteacher	Annually or as medical / physical needs of pupils change	All pupils evacuate the building safely.
7.	Ensure all after-school activities	Ensure access to the building is clear	Site Manager Classteachers	On-Going	Attendance at after-school activities and

	are available and accessible for all pupils.	to all pupils with physical or sensory disabilities.			care provision is available for all pupils.
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3. Improving information delivery to pupils with disabilities.

Issue	Action	Strategies	People / Resources	Timescale	Success Criteria
1.	Review information to parents/carers to ensure its accessibility.	Provide communication to parents/carers in a variety of forms – meeting parents/carers' preferred means, e.g. via text message, email, telephone call or letter.	Business Manager SENDCo Headteacher	On-Going	All parents and carers receive regular and meaningful communication from school re events, e.t.c.
2.	All information is readily available for all.	Discuss with parents and carers their preferred means/formats for receiving information.	Business Manager Class teacher SENDCo Headteacher Deputy Headteacher	On-Going	All school staff are aware of parents'/carers' preferred means of communication.
3.	Provide information in simple language, braille, symbols, large print for pupils, parents, carers and governors – if required and requested by parents and carers.	Upon registration to the school / Governing Board, SLT and Business Manager to elicit parents'/carers' preferred means of receiving information.	Business Manager Governors Headteacher Deputy Headteacher	Upon pupils and Governors joining of the school.	School information is shared clearly to all parents, carers and governors.
4.	Review documentation on the school website for parents' and carers' accessibility and understanding.	As and when necessary, website documentation to be produced in different formats for EAL parents' and carers' access.	Headteacher Deputy Headteacher eServices	As and when necessary.	All parents' and carers' language needs are met and all information is easily accessible.
5.	Liaise and seek support for all pupils requiring hearing / visual impairment, occupational therapy and speech and language support.	SENDCo to liaise with external agencies to organise programmes of support.	SENDCo External Agencies	On-Going	Pupils' disabilities do not provide a barrier to teaching and learning programmes.

Monitoring Arrangements

This accessibility plan will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher in consultation with the Deputy Headteacher and Chair of Governors. The consultation review will be communicated to all governors via the full governors' meeting.

Links with other Policies

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

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives
- Special Educational Needs and Disabilities Policy
- Supporting Pupils with Medical Conditions Policy

Appendix 1

Oakmeadow Primary School - Ground Floor



Oakmeadow Primary School - First Floor

