

Oxley Park Academy Accessibility Plan

3-year period covered by the plan: 2012-2015

Accountability: Senior Management Team, School governors.

Introduction

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation the Governing Body continues to have responsibility for accessibility planning for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The Governing Body also recognises its responsibilities towards disabled staff and will:

- monitor recruitment procedures to ensure that people with disability are given equal opportunities.
- ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- where necessary, undertake reasonable adjustment to enable staff to fully access the workplace

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed in consultation with the:

- senior management Team
- parents of any students involved
- staff
- governors

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA)

“a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse on his or her ability to carry out day to day activities”.

Planning Duty 1

Increasing the extent to which disabled pupils can participate in the school curriculum

1. Provide training for all staff on differentiation of the curriculum as required
 - Provide INSET to all staff on how to ensure all pupils within each lesson are able to access the lesson content.
 - Ability to show how differentiation is built into each of the schemes of work
 - Phase leaders to work with class teachers to ensure that all lessons are accessible to all pupils
 - Teaching staff to liaise with Teaching assistants prior to each lesson so that support is fully utilised
2. Differentiate resources
 - Each subject area will provide suitable resources appropriate to each curriculum area
 - Use of interactive whiteboards to enlarge text to make it easy for all pupils to read
 - Where necessary INSET provided to teachers of pupils with hearing difficulties on the use of the hearing amplifiers and visualisers that can be used in lessons
 - School to liaise with council specialists and where necessary invite them in to meet with teachers of specific pupils to ensure their needs are met through a variety of teaching strategies and resources
3. Ensure equal access for disabled pupils to school clubs, school visits and extra curricular activities
 - Risk assessment and planning of trip to include accessibility references
 - Analyse extra curricular activities to ensure inclusion of learning support pupils and pupils with disabilities
 - Draw up a list of venues with disability accessibility and/or a willingness to make reasonable adjustments for disabled pupils.
4. Ensure that all pupils feel supported and included within the school
 - Placed on the inclusion register, where necessary provide emotional support through learning mentors
 - Closely monitored through correct program to ensure that we are providing all the support and access to curriculum for pupils with physical requirements

Planning Duty 2

Ensuring the physical environment of the school is suitable to increase the extent to which disabled pupils can take advantage of education and associated services:

Oxley Park Academy was built in 2005 as a local authority school to the latest Dfe standards and meets the expected requirements in relation to the use and provision of the site by any person deemed as having a disability. Nevertheless we will continue to monitor and improve, if necessary, any accessibility issues required.

Planning Duty 3

Improving the delivery of information to disabled pupils (and parents)

We will continue to

1. Provide written materials in alternative formats as requested
2. Provide school documents with the wording "If you require a large print copy of this document please contact the school"
3. Discuss with parents how to best ensure we continue our support

Areas identified for improvement, and implemented

Identified Area	Success Criteria	Lead person	Timescale	Review
Steps on rear playground accessing upper classrooms have faded markings	Clean steps and re-paint with high visibility yellow paint and anti-slip tape	RS/GO	summer break 2013	annually
High level upper classroom windows & stairwell, conservatory	Anti-glare film installed to reduce glare	RS	ongoing as reqd	annually
Grass bank near emergency access gates now muddy due to children running through	Muddy area covered with artificial turf and steps with handrail installed on steeper section of bank	RS	completed spring 2013	termly visual inspection
Grass area outside year 6 hub now muddy due to children playing	Covered with artificial turf	RS	completed spring 2013	termly visual inspection
Playground pods muddy due to children playing, natural bark now worn away and muddy area and shrubs remain	3yr plan created to resurface 1 pod each year with artificial turf and rubberised play surface	RS	annual summer break 2013, complete 2015	annually
Parking outside front of school	Designated disabled parking bay installed	MKC	completed autumn 2012	n/a

