

GREAT OAK MULTI ACADEMY TRUST



GREAT OAK

— Multi Academy Trust —

Accessibility Plan 2017

Approved by the Board of Directors May 2017

Accessibility Plan – 2017 to 2020

1. Vision Statement

2. Aims and Objectives

3. Current good practice

- Physical Environment
- Curriculum
- Information

4. Access Audit

5. Action Plan

1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. 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.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Board of Directors. The review process can be delegated to the Governing Body, an individual or Headteacher. For Great Oak Multi Academy Trust the Plan will form part of School Development Plans and will be monitored by the Headteacher and evaluated by the relevant Governors’ committee.

In each of our schools, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The School Accessibility Plan has been developed and drawn up based upon information supplied by a wide range of stakeholders. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon in respect of progress and outcomes. The intention is to provide a projected plan for a period ahead of any review date.

2) The Accessibility Plan is structured to complement and support the MATs Equality Objectives, and will similarly be published on the Great Oak's website.

3) Great Chesterford C of E Primary Academy and Debden Church of England Primary Academy are 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within each school.

4) The accessibility plan shows how the whole community can access both the physical building but also the full curriculum on offer. Our aim is to:-

Monitor and allow access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Development Plan
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the Trust's website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

12) Each school will work in partnership with all relevant authorities when implementing this Accessibility Plan.

2. Aims and Objectives

Our Aims are:

- **Increase access to the curriculum for pupils with a disability**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils**

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at each school, we collect information on disability as part of a survey of parents' views.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present challenges, for example: lunch and break times for pupils

with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are very few parts of the school to which disabled pupils have limited or no access at the moment.

Curriculum

There are areas of the curriculum to which disabled pupils have limited access. Some areas of the curriculum may also present particular challenges. Other issues may also affect the participation of certain groups but these will be assessed as required.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

Great Chesterford C. of E. Primary Academy has a listed part in the old building with wide corridors and several access points from outside. KS1 areas are all on the ground floor with wide door access to all rooms. The hall is on the ground floor and is accessible to all.

On-site car parking for staff and all entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby with a low reception hatch, this being fully accessible to wheelchair users.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

Debden CE Primary Academy has a listed part in the old building with wide corridors and several access points from outside. There is a ramp from the bottom corridor out onto the playground. There is a new extension which houses 3 classrooms and the hall. The “communication room”, which is used for cooking and before/after school clubs has a lift to take someone to the second floor, if required.

The car parking for staff and visitors is the village hall car park. There are ramps to the two demountable classrooms as well as steps.

5. Action Plan

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

SHORT TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To maintain good liaison with Nursery providers to review potential intake for Sept	To identify pupils who may need additional to or different from provision for Sept Intake	Every September	EYFS teachers	Procedures/equipment/ ideas set in place by Sept
To continually review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
To establish and maintain close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	HT All Teachers	Clear collaborative working approach
To establish and maintain close liaison with outside agencies for pupils with on-going health needs. (e.g., severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing	HT TAs Outside agencies	Clear collaborative working approach
To ensure full access to the curriculum for all	Outside Play visits; Employment of specialist advisory teachers; CPD	Ongoing	Teachers	Advice taken and strategies evident in planning and risk assessments as required.

