



Accessibility Plan

Oliver Goldsmith Primary School

"Inspiring a love of learning."

Date to be ratified: June 22

Date to be reviewed: June 25



Contents

1. Aims	Error! Bookmark not defined.
2. Legislation and guidance	3
3. Action plan.....	5
4. Monitoring arrangements	9
5. Links with other policies	9



1. Aims

1.1 Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

1.2 Our 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.

1.3 At OGPS, we are committed to inclusion within a stimulating environment, providing an education that meets all individual needs.

1.4 Within our school it is recognised that all children should be guaranteed equal access to a broad and balanced curriculum regardless of gender, race, culture, religion, social class, disability or special educational need.

1.5 Both children and adults should know that everything is fair and that everyone is treated fairly and has the same entitlement as every other child or person.

1.6 At OGPS, we will continuously strive to ensure that everyone in our school is treated with respect and dignity and to establish a socially inclusive ethos and environment.

1.7 Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

1.8. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

1.9 Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

2.1 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](#).

2.2 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.

2.3 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.

2.4 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.



3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

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, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum and a range of support staff including trained teaching assistants.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with pre-school providers to prepare for the new intake of children into EYFS annually.	To identify pupils who may need additional or adapted provision.	Summer term annually	HT/Inclusion Lead/ EYFS teachers	Provision set in place ready for when the child/ren start school.
To liaise with educational establishments to prepare for the intake of new children who transfer within year.	To identify pupils who may need additional or adapted provision.	As and when required	HT/Inclusion Lead	Provision set in place ready for when the child/ren start school.
To establish and maintain effective communication with outside agencies for pupils with additional needs.	To ensure ongoing communication and collaboration between all professionals.	Ongoing	Inclusion Lead/ all staff	Clear collaborative working approaches through regular meetings, provision reviews and action planning.
To establish and maintain	To ensure collaboration	Ongoing	All staff	Clear collaborative



effective and positive communication with parents.	and information sharing between home and school.			working approaches through regular meetings, provision reviews and action planning.
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision.	Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out. Create personalised risk assessments and access plans for individual children.	Ongoing	All staff and extracurricular service providers and educational visits settings.	Evidence that appropriate considerations and reasonable adjustments have been made.



Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Target	Strategies	Timescale	Responsibilities	Success criteria
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs.	Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out. Create personalised risk assessments and access plans for individual pupils.	Ongoing	All staff and site manager	As full as possible inclusion for all pupils. Safe evacuation in an emergency.
Improve the physical school environment.	The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site	Ongoing	Headteacher, SLT, site manager and governors	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.



	and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.			
--	--	--	--	--

Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community.

Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education.	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.	Ongoing	All staff	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.
To enable improved access to information for pupils, parents and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing.	Ongoing	All staff and admin team	Evidence that appropriate considerations and reasonable adjustments have been made.



Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality statement and Equalities Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Inclusion Policy
- The School Development Plan
- The Staff Development Plan
- Curriculum Policies



Oliver Goldsmith Primary School
“Inspiring a love of learning”





Oliver Goldsmith Primary School
“Inspiring a love of learning”

