



Accessibility Plan

Oliver Goldsmith Primary

"Inspiring a love of learning."

Date of Plan: April 2019

Date to be reviewed: March 2022



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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.



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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	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability and improve provision for pupils with SEND.</p>	<p>Over recent years, the school has seen a great deal of change. The Board of Governors have ensured that a large investment was made as it is vital to have an outstanding learning environment that is fully inclusive and provides the necessary resources for all pupils to have access to the curriculum and the school environment. Resources, the library and accessible ICT are arranged to support learning. Work is suitably adapted to meet different learning needs that also provides challenge. Every classroom has an interactive projector and visualiser to allow for</p>	<ul style="list-style-type: none"> • Make our ICT equipment mobile so we are not reliant on a suite • Have interactive tables in the EYFS so children have a range of learning opportunities • Rebuild a new dining room • Develop the library as a 'Learning Resource Centre' with more technical equipment to support learning. 				



	<p>immediate formative assessment for learning. We also have a dedicated computing suite with 30 laptops and a computing specialist teacher. Including an enlarged computer screen and keyboard to aid any visual impairments. As well as that, we have a class set of netbooks for KS1 and KS2; a class set of learn pads and 15 ipads for the children and staff to use to enhance the learning. Adaptive ICT for individual needs. Magnifier/visuliser for visually impaired child Ipad/laptop for visually impaired child</p> <p>Furthermore, there is a booster room/area for each phase group to use where pupils are withdrawn for various small group interventions on a weekly basis.</p>	<ul style="list-style-type: none">• Develop the outdoor learning curriculum through ' Forest School' training	Outdoor Learning curriculum linked to planning			
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<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none">• Automatic doors to the main entrance• New doors to the second floor classrooms in contrasting colours, incorporating vision panels and ironmongery compliant with DDA requirements.• Adult disabled toilets.• Brand new EYFS, KS1 & KS2 playground areas• Brand new library• Brand new cooking zone• Redecorated and refurbished KS1 classrooms and corridors• Redecorated and refurbished KS2 corridors with more storage• Forest school and garden which is accessible for all the children.• Refurbished main hall					
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	<ul style="list-style-type: none"> • A staff car park which has clearly demarcated lines for cars to park • Redecorated and refurbished Year 6 classrooms • Lowered handrails near steps and stairs • Coloured nosings on stairs 					
<p>Improve the delivery of information to pupils with a disability</p> <p>Additional resources and adaptations for disabled (differently abled) pupils.</p>	<p>Specific resources purchased for individual needs e.g. paediatric chair, therapy putty, visual timetables, lego therapy, visualiser for visually impaired.</p> <p>Sit n' move cushions</p> <p>Specific handwriting programmes – Speed up' and 'Write from the start.</p> <p>Cross guard grips.</p> <p>Alex Kelly Social Skills, Items for Bucket Time intervention.</p> <p>Writing slopes.</p> <p>Jingle balls.</p>					



	<p>Online provision map allows for detailed analysis of provision and track entry and exit levels for all ability groups.</p> <p>Whole school have implemented 'Safe, Stretch and Super Stretch' method of differentiation with the regular addition of 'Super Stretch' to stretch the highest attaining pupils.</p>					
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4. 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



Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2			
Corridor access				
Lifts	0	Not feasible		
Parking bays				
Entrances				
Ramps		Ramp to front entrance by library and exit by Y1/Y2 corridor		
Toilets				
Reception area				
Internal signage				
Emergency escape routes		Enhanced by construction of ramps on steps		

n.b. Staircases : require lower handrails on remaining staircases.