



Oldfield Brow Primary School

“Only the very best will do”

Accessibility Plan

Author:	D.Moody/J.Norbury
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Governing body committee:	
Amendments made:	

At Oldfield Brow Primary School, we are committed to the fair and equal treatment of all individuals, able bodied or disabled, and, on a continuous basis, will work to improving access to the physical environment, to the curriculum and to the provision of information.

The aim of this Accessibility Plan is to ensure that Oldfield Brow Primary School continues to work towards increasing accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

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

If you have a specific query regarding the accessibility of our school which is not answered by this plan, please contact the Headteacher on 0161 926 8646 or email office@oldfield-brow.com.

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 disabled as "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'.

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.

Attached are action plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

We acknowledge there is a need for ongoing awareness raising and training for staff and governors in the matter of disability, discrimination and the need to inform attitudes on this matter.

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

Oldfield Brow Primary School is based over three floors, with wheelchair access points to allow entry in all parts of the school building. Low-level steps are found to gain entry to some corridors from the playground, however, wheelchair users can access the classrooms from a separate external door. There are toilet facilities with handrails for both adult and child users. Access to the first floor and second floor can be gained using a platform lift near the back entrance of the school. At Oldfield Brow Primary School, we are prepared to make reasonable adjustments to allow the building and surroundings to be more accessible to individuals with SEND. We take recommendations and advice from Trafford's Special Educational Needs Advisory Service (SENAS) regarding matters of accessibility for individuals, and see that we are compliant with the Equality Act (2010).

A.	B.	C. Improving the Curriculum			
Target	Current Good Practice	Strategies	Person Responsible	Success Criteria	Time Frame
School's policies are fully inclusive.	SMT, Subject Leaders and teachers review policies to ensure inclusion is fully incorporated.	SMT, Subject Leaders and teachers to continue to continually review policies to ensure inclusion is fully incorporated.	SENDCo and Class Teachers.	Policies are audited to ensure they are fully inclusive	Ongoing
All out of school activities are planned to ensure the participation of our whole range of pupils.	Our school reviews and assesses the risk of all out of school provision to ensure compliance with legislation – link to Sports Premium Plan.	Review annually. Obtain pupil voice.	SENDCo , Sports Lead and Headteacher.	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing
Increase access to the curriculum for pupils with a disability.	Our school offers a differentiated curriculum for all pupils.	All staff have the relevant training from outside agencies where appropriate to support the specific	SENDCo and Class Teachers.	Disabled pupils are able to successfully access the curriculum	Ongoing

	<p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Parents, pupil and school agree appropriate action and keep each other informed</p>	<p>needs of some of our most vulnerable pupils.</p> <p>Extend multi-agency working to develop skills of our current staff to support children with complex behavioural needs including: Longford Park, ELSA Support Team, Mike Glazebrook, SENAS.</p> <p>All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs.</p> <p>The curriculum will be continually adapted in response to changing needs as informed by the school SENDCo.</p>		<p>A range of multi-agencies are engaged in the support of all children to access the curriculum.</p> <p>All children make at least good progress and aren't hindered by any form of mental, or physical ability</p>	
Staff are trained appropriately to support disabled pupils.	Pre-entry or on entry, any outside agencies involved with the pupil meet with school to share knowledge and give advice/training.	Plan and deliver bespoke training opportunities with outside agencies when the need arises.	SENDCo and Class Teachers. Teachers informed by SENDCo	Staff are trained and have good understanding of how to ensure disabled pupil can access the curriculum.	Ongoing

	<p>Advice and training are shared and disseminated to all appropriate teaching staff.</p> <p>Teachers ensure that appropriate seating plans are in place to support pupils with a disability in their access to each room.</p>	<p>Develop Personal emergency evacuation plans for specific pupils.</p> <p>Support staff informed of which pupils they are responsible for in an emergency situation.</p> <p>Staff are continually informed of all pupils with a disability and the difficulties they may face with access within certain rooms.</p>		<p>All identified pupils are seated appropriately in rooms to ensure maximum access within each room.</p>	
Disability and equality issues are incorporated into PSHE curriculum.	PATHS Curriculum.	<p>Subject Lead to ensure that disability awareness is incorporated into the PHSE curriculum.</p> <p>Purchase of books to support.</p>	<p>Subject Lead.</p> <p>Class Teachers.</p>	<p>Children have greater understanding of disability issues.</p>	Ongoing

D. Improving Access to the Physical Environment

Target	Current Good Practice	Strategies	Person Responsible	Success Criteria	Time Frame
To ensure that any future building projects adhere to disability legislation.		<p>Liaise with LA and contractors.</p> <p>Termly walk round of premises carried</p>	SENDCO and Headteacher.	Access to school building is improved.	Ongoing with each new cohort

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		<p>out with Governors – issues then addressed (Health and Safety Governor).</p> <p>Collate information from feeder nurseries and external agencies to ensure that the necessary equipment is purchased.</p>			
To make specific necessary adaptations to meet the needs of disabled pupils, pupils or teaching staff.	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> · Ramps · Lift · Corridor width · Accessible parking bays · Accessibility toilets and changing facilities/shower. 	To be addressed when school admits pupils or staff with specific disabilities.	SENDCO and Headteacher.	School can be accessed by pupils/teaching staff with specific disabilities.	Ongoing

E. Improving Access to Information

Target	Current Good Practice	Strategies	Person Responsible	Success Criteria	Time Frame
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<p>Make information more accessible to pupils and parents with disabilities.</p>	<p>All SEN pupils will have a detailed 'SEN Support Plan' which clearly outlines the differentiated teaching strategies and communication methods that should be used to help them to make progress.</p> <p>Large print resources.</p> <p>Internal signage.</p> <p>Text messaging service to all parents and email communication facilities.</p> <p>Adapted SATs materials provided where required e.g. large print, coloured paper.</p>	<p>Refine SEN Support Plan through a SEND review meeting with parents and pupils to ensure that needs are clearly identified and that the right strategies and communication methods are in place.</p> <p>Liaise with appropriate LA agencies.</p> <p>Continue to ensure that information continues to be provided in the most appropriate format for every individual pupil/parental need including auditory and visual impairments.</p>	<p>SENDCO, Headteacher, SMT.</p>	<p>Pupils and parents with disabilities have greater access to information. School is able to respond quickly to requests for information in alternative formats.</p> <p>Refine SEN Support Plan through a SEND review meeting with parents and pupils to ensure that needs are clearly identified and that the right strategies and communication methods are in place.</p>	<p>Ongoing</p>
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Monitoring Arrangements

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

It will be approved by Oldfield Brow Primary School's board of Governors.

Links with other Policies

This Accessibility Plan is linked to the following policies and documents:

- Risk Assessments
- Health and Safety Policy
- Equality information and objectives (Public Sector Equality Duty) statement for publication
- Special Educational Needs Policy
- Supporting Pupils with Medical Conditions Policy
- School Development Plan