

ACCESSIBILITY PLAN 2015 – 2018

SCHOOL: Oaktree School

Date: October 2015

Review Date: October 2018



Aims

- At Oaktree we have a commitment to the principle of being an inclusive school. This means we seek to eliminate discriminating attitudes and practice; respond to pupils' different needs; overcome barriers to learning; and provide a suitable learning for all.
- We are committed to deal with any factors which are barriers to including pupils with disabilities
- We are committed to prioritising resources to enable all pupils to access the curriculum
- We are committed to train all staff to enable them to be effective in the education of young people with disabilities
- We are committed to working with others schools and agencies in the community to ensure the greatest accessibility for our pupils.

This Accessibility Plan should be read in conjunction with our other school policies and our current School Development Plan

Baseline Audit

A Baseline Audit (accessibility checklist) has been completed by the SMT and identifies areas needing attention.

The audit cover all areas as outlined in the three planning duties:

- Increasing access for disabled pupils to the curriculum
- Improving access to the physical environment
- Improving the delivery of written information to disabled pupils

Targets and outcomes

The priorities identified in the Baseline Audit have been set out in the following Accessibility Action Plan

Monitoring and Evaluation

Progress with the Accessibility Action Plan will be monitored and evaluated annually by the School Governors, and following each review amended as necessary.

Activities

Identified in *Italics* are specific activities which have been included in part of the accessibility plan at this stage.

Strand 1

Increasing access for disabled pupils to the curriculum

- *Implementing NC Inclusion statement re classroom organisation, teaching and learning strategies*
- *Implementing QCA guidelines on planning, teaching and assessing the curriculum*
- *Implementing target setting processes including performance descriptors in the P scales*
- *Developing and carrying out curriculum audits to review patterns of participation across the curriculum, e.g. PE*
- *Using tools to measure participation, e.g. Index for Inclusion, OfSTED's Evaluating Educational Inclusion*
- *Reviewing planning and delivery approaches to the curriculum including consulting and involving pupils, flexible groupings, peer support and mentoring*
- *Ensuring that all staff are provided with training on disability issues and meet national standards, e.g. for SEN Specialist teachers and Teaching Assistants*

Strand 2

Improving access to the physical environment

- *Prioritising resources to reduce barriers and increase inclusion (for example allocating part of the devolved capital for a specific action)*
- *Bidding for funds to remove barriers*
- *Considering accessibility in all purchasing decisions and refurbishment's, e.g. bar taps in classrooms, science rooms sinks etc; carpeting to ease movement of wheelchairs, sound field systems, colour contrasting décor and signage;*
- *Developing physical aids to access the curriculum, e.g. enlarged computer screens, enlargement facilities, specialist seating*
- *Working with parents with disabled children to ensure that there is a partnership approach to learning*
- *Working with neighbouring schools to share resources (perhaps linked to the training issue) to improve access for pupils with disabilities – perhaps also linked to the Networked learning Communities*

Strand 3

Improving the delivery of written information to disabled pupils

- *Developing plans to provide information pictorially and orally*
- *Audit teaching materials, text books and other information in alternative formats and plan to extend or where to access*
- *Ensuring systems are in place to take account of pupils preferred format*
- *Ensuring systems are in place to consult and involve pupils with disabilities in the planning, delivery and reviewing of their provision*

Update the audit of accessibility for your school during 2015-2018 and keep it under review through your monitoring and evaluation process.

ACCESSIBILITY PLAN STRAND 1	INCREASE THE EXTEND TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM
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TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE										
				A 15	SP 16	SM 16	A 16	SP 17	SM 17	A 17	SP 18	SM 18	A 18	
To find out how inclusive we are	Survey of Parental views on inclusion Measure participation using Index for Inclusion/Ofsted criteria	HT	Over 50% response Less than 20% negative response to any question School judged to be good or better on inclusion issues	X										
To know all current pupils with disabilities	Update records on current disabilities	CT LSA WO	All current pupils with disabilities recognised and catered for	X			X				X			X
To increase access to curriculum for pupils with disabilities	Review planning, delivery and resources to optimum including use of ICT taking into account the views and opinions of disabled children	SMT	Planning and delivery modified to increase access to curriculum Specialist resources bought to support learning		X							X		
To ensure all staff are trained on disability issues	Training as appropriate to inform and train staff Eg Tiger Teams, Epipen, Autism, First Aid etc	HT DHT	Staff are trained to national standards on issues of disability currently pertinent to school population	X							X			

ACCESSIBILITY PLAN	IMPROVING THE PHYSICAL ENVIRONMENT
STRAND 2	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE										
				A 15	SP 16	SM 16	A 16	SP 17	SM 17	A 17	SP 18	SM 18	A 18	
To increase accessibility in school	To consider accessibility in all purchasing decisions and refurbishments	HT SM	Items purchased and refurbishments made with regard to DDA	X	X	X	X	X	X	X	X	X	X	x
To improve signage along pathways of travel around school	Upgrade signage with clearer colour contrasts and symbolic representation	HT SM B	Signage around school upgraded to take into account pupils with visual disabilities		X						X			
To improve safety on pathways of travel	Stair and step nosing in visually contrasting colours	HT SM	Steps around school 'nosed'	X										
To improve acoustics in hall	Upgrade sound system for enhancement in hall	HT SM	Acoustics improved in hall			X								
To upgrade emergency and evacuation systems	Upgrade alarm system to include alarms with visual components	HT SM	Alarms upgraded to include flashing lights								X			

ACCESSIBILITY PLAN	IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS
STRAND 3	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE									
				A 15	SP 16	SM 16	A 16	SP 17	SM 17	A 17	SP 18	SM 18	A 18
To be able to provide information in different forms for pupils with disabilities	To invest in ICT facilities which are able to produce written information in different format Eg Sign and Symbol programme	ICT Post Holder	ICT programmes available and in use			X							
	Research potential resource bases for providing information in different forms should the need arise Eg Braille texts, audiotape facilities	SENCo	Resources identified should there be a need					X					