



Oxenhope C.E Primary School: Accessibility Plan

Introduction

The school recognises its duty not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.

- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Over half of the school building is well over 100 years old but has been modernised to ensure wheelchairs can access the building in a number of different places. The Infant playground has a gentle slope.

Drawing up an Action Plan

The 3 areas to be considered in this action plan are:

a) Improving Education & related activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Improving the Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Improving the Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

	Aims	Strategies	Outcomes	Goals Achieved
<u>Short Term</u>	<p>Ensure parents/carers with visual disability have equal opportunity to access information from school.</p> <p>Ensure the curriculum can be accessed by all children</p> <p>Any redecorating work within the school is sympathetic to the visually impaired</p> <p>Ensure that any major modernisation to the school building takes into account accessibility of physically disabled children and adults.</p>	<p>All school documents to be made available in larger print on request.</p> <p>Check timetables and resources are not a barrier to any individual or group's access to the curriculum.</p> <p>Advice taken re-lighting and colour schemes before any decorating takes place.</p> <p>Work with and architects when planning modernizations.</p>	<p>Format of documentation altered appropriately.</p> <p>All children access all aspects of the curriculum.</p> <p>The school decorates in a way that is sympathetic to the VI.</p> <p>Where it can be reasonably achieved, the school building is accessible for all.</p>	<p>The school reacts to the needs of both adults and children so that the curriculum is accessible.</p> <p>The school modernisations take this in to account</p> <p>The modernised building does not present a barrier to any disabled person.</p>
<u>Medium Term</u>	<p>Availability of written materials in alternative formats.</p>	<p>School makes itself aware of services available through LEA or BDAT for converting written materials into alternative formats.</p>	<p>When needed, the school provides written materials in alternative formats.</p>	
<u>Long Term</u>	<p>Any future plans for further development of the building take issues in to account.</p>	<p>Work with BDAT and architects when planning modernizations.</p>	<p>Where it can be reasonably achieved, the school building continues to be accessible for all.</p>	

To be reviewed January 2020