Accessibility plan
Alexandra Park Junior School

Approved by:		Date:	
Last reviewed on:	November 2017		
Next review due by:	November 2020		

Contents

1. Aims

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

Our values reflect our commitment of high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves to their full potential. Everyone in our school is important and included and treated fairly and with respect. Our ethos of care and trust, is promoted throughout school and every child, family and staff feel that they belong and are valued within our school community. We are committed to improving children's confidence and self-esteem. We know that safe and happy children achieve to the best of their abilities.

The plan will be made available online on the school website, and paper copies are available upon request.

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.

https://www.oldham.gov.uk/info/200327/admissions/1575/fair_access_protocols

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.

We have included a range of stakeholders in the development of this accessibility plan, including staff, the children's leadership team, parents and governors.

2. 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 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.

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.

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.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	P res
Increase access to the curriculum for pupils with a disability	*Our school offers a differentiated curriculum for all pupils.* *We use resources tailored to the needs of pupils who require support to access the curriculum.* *Curriculum resources include examples of people with disabilities.* *Curriculum progress is tracked for all pupils, including those with a disability.* *Targets are set effectively and are appropriate for pupils with additional needs.* *The curriculum is reviewed to ensure it meets the needs of all pupils.*	To use ICT to support learning	Make sure that software is installed where needed. Staff CPD	SLT
		All educational visits to be accessible for all.	Evolve Risk assessments Guidance for staff on how to make it accessible.	All s
		Review the PE Curriculum to ensure that it is accessible for all the children.	Gather information on accessible PE and disability sports	All s
		Increase confidence of all staff in differentiating the curriculum.	Online CPD units. INSETS	
				SEN

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	P res
Improve and maintain access to the physical environment	*The environment is adapted to the needs of pupils as required.* *This includes:* • *Ramps* • *Corridor width* • *Disabled parking bay* • *Disabled toilet* • *shelves at wheelchair-accessible height* • *Work with the visual impairment team.* • *All fire escape routes are suitable for all.*	For all staff to be aware of access plans for individual children and staff. Ensure that all disabled pupils can safely be evacuated. Liase with the VI team.	To create access plans for individual disabled pupils and part of theChild Centred Review. Recruitment process and access needs. Regular practise. Contact when necessary.	All S SEN All s SEN staff

Improve the delivery of information to pupils with a disability	*Our school uses a range of communication methods to ensure information is accessible. This includes:* • *Internal signage, pictures, enlarged print.* • *Large print resources* • *Braille, if necessary* • *Pictorial or symbolic representations* • *Task management boards* • *Information for parents is accessible - letters and text messages.* *Different languages displayed*	To provide information to parent to ensure it is accessible. Ensure that staff are aware of guidance on accessible formats. Information shared in parents meetings, annual reviews. Provide information in other languages for pupils who have difficulty hearing or language problems.	Provide information and letters in clear print in 'simple' English. Translate them if possible. School office will support and help parents to access information and complete school forms. Get website up and running and make sure that be accessed by the visually impaired. Guidance to staff on dyslexia and accessible information. Develop child friendly formats and translate if possible. Translator when possible. Website - picture promts/symbols.	All S SEN SEN Hea

4. 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 the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Peeps Policy

6. Links to Oldham Council Local Offer and other Partners

The link to Oldham Council's Local offer webpage where families can gain access to services, activities and resources: Please add the web link and image to your school website

Local offer website link: www.oldham.gov.uk/localoffer

Oldham's Local Offer is an online resource for children and young people with special educational needs and disabilities (SEND) aged 0–25 and their families

POINT Oldham:	**SEND ISSIS**	**Family Information Service**
http://pointoldham.co.uk	http://iassoldham.co.uk	www.oldham.gov.uk/familyinfo
Parent Forum		

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken
Number of storeys	Our building is all on one floor however there are some steps and ramps within school.	No action needed.
Corridor access	The corridors are wide enough for wheel chair access and also for the use of crutches.	Corridors will be kept clear at all times to wheelchair users and other physical aids crutches.
Lifts	No lifts in school.	No action needed.
Parking bays	1 disabled parking bay.	Parking bays were recently re painted. N
Entrances	The main entrance has double doors. Lowered kirbs are on the pavement ares. There are also ramps at other entry points around school. There is also entry to the back of the school via the back gate.	No action needed
Ramps	There are 2 ramps in school and ramps around the outside school.	Ramps need to be kept clear at all times to the building.
Toilets	1 disabled toilet.	The disabled toilet should be kept vacan by a child/person that needs to use it. It s clutter free at all times.
Reception area	Double doors, flat and enough room to accommodate a wheel chair.	No action needed
Internal signage	There are clear signs around school to show disabled toilets and parking as well as emergency exits.	Ensure that signs are clearly visible for e Signs should be large enough and not co or work.

Emergency escape routes	Emergency exits are clearly marked and are regally checked that the route is suitable for all to get out of the building.	A fire practice is completed every term to children and staff know the quickest rout building.The alarm is checked every wee