

Policy Updated: October 2020

Review Date: October 2021



Olney Infant Academy

Accessibility Plan 2020-2023

Purpose of the Plan

The purpose of this plan is to show how Olney Infant Academy intends, over time, to increase the accessibility of our school for disabled pupils. Olney Infant Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the plans of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Information and Objectives
- Health and Safety Policy
- Special Educational Needs Information Report
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- SEND Policy
- Inclusion Policy

The Schools complaints procedure covers the Accessibility plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the main office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Olney Infant Academy will address the priorities identified in the plan. The plan is valid for three years 2019-2023. It is reviewed annually.

Section 2: Aims and objectives

Our aims are to:

- Improve and maintain access to the physical environment
- Increase access to the curriculum for pupils with a disability
- Improve the delivery of written information to pupils

The tables below set out how the school will achieve these aims.

Improving access to the curriculum for pupils with a disability

Aim	Strategy	Outcome	Responsibility	Time frame
Increase access to the curriculum for pupils with a disability	Olney Infant Academy offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully. Training for staff to support children with physical needs as appropriate. Audit of CPD needs and specific training, including medical.	Increased access to all areas of the curriculum. Increased safety for pupils and staff.	Class Teacher SENDCo	April 2021
Exploitation of technology to support learning for all groups of learners.	Support all staff to implement and effectively use technology within the classroom. ICT and sensory specialist teacher input for pupils who meet criteria. Use of Ipads for individual pupils – source suitable support apps	Increased rates of progress for all learners. Increased staff confidence with these programmes	Curriculum leads	Jan 2021

To offer gross motor interventions for specific children to help them to access the PE curriculum.	Identify CPD needs. SENDco, PE lead and HLTAs to create and establish a gross motor skills intervention group.	Established a Gross Motor group with assessment which identifies and show progression.	SENDCo PE lead	Jan 2021
Widen the availability of physical activity within the curriculum.	To enhance outdoor play spaces to ensure access for all. To continue to implement daily 'get active sessions' Enhance the resourcing of physical development in EYFS. Embed outdoor physical learning as part of the everyday school offer Continue to run and drive Forest School	Children who are more active, healthy, and ready to learn	SENDCo PE lead Forest School leads	July 2021
Develop and enhance provision to support emotional wellbeing and resilience for all pupils, and for those with a recognised Mental Health need.	Commitment to CPD to promote health and wellbeing. Development of "growth mindset" curriculum Review of the PSHE Curriculum framework and coverage in light of new legislation. Embedding and enhancement of an outstanding pupil safeguarding curriculum. Effective use of the Sports Premium funding to promote excellent pupil health. Successful embedding of approaches to active learning Delivery of extra-curricular opportunities which promote mindfulness and wellbeing. Olney Infant Academy wellbeing scales to be introduced throughout the school	An increase in visitors to support our safeguarding & pupil health & wellbeing curriculum. Enhanced parental opportunity for engagement with safeguarding education. Pupils who are confident about learning and have a "growth mindset" persisting when faced with challenges. Pupils who can set goals, manage stress and organise their school work. Pupils who can use problem solving skills and their better emotional wellbeing to overcome obstacles to achieve their full potential	SENDCo PSHE lead PE lead	July 2021
Develop and enhance nurture provision	Run appropriate clubs for children to attend including lunchtime clubs e.g. Lego club, bug buddies Develop the role of pastoral lead (linked with OMS)	SEMH children attending a club regularly either at lunchtime or afterschool	SENDCo Pastoral lead	January 2021

Improving the delivery of written information to pupils

Aim	Strategy	Outcome	Responsibility	Time frame
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes	Head Office staff	ongoing
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested. (translated documents where possible)	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it.	Head Office staff	ongoing
Create a video introduction to the school for the website.	To make the school information accessible for those who have difficulties reading English.	Increased accessibility to information about the school.	SLT	Jan 2021

Improving and maintaining access to the physical environment

Aim	Strategy	Outcome	Responsibility	Time frame
Improve and maintain access to the physical environment	To continue to adapt the environment for pupils as appropriate This could include: <ul style="list-style-type: none"> • Ramps • Hi-viz markings as required to support pupils with visual impairments • Handrails implemented where required to support toilet access 	Pupils with additional needs will have the appropriate adaptations made so that they are able to access their environment.	Caretaker Headteacher	ongoing