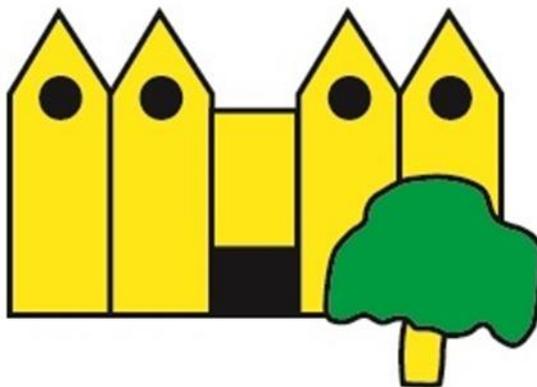


# West Oxford Community Primary School



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Care - Inspire - Think - Achieve

## Accessibility Plan

**Date: March 2017**

**Review: March 2020**

## Aims and Objectives

The DfE Guidance “The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities” (May 2014) states:

4.28 Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

4.29 Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can **participate in the curriculum**;
- improving the **physical environment** of schools **to enable disabled pupils to take better advantage of education, benefits, facilities and services provided**; and
- improving the **availability of accessible information** to disabled pupils.

4.30 Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

4.31 OFSTED inspections may include a school’s accessibility plan as part of their review.

This accessibility plan sets out how **West Oxford Community Primary School** will achieve these aims.

## 1. Increase the extent to which disabled pupils can participate in the curriculum

Objective	Strategy	Timescale	Responsibility	Impact
To meet the range of children's needs with SEND across the school	Implement the SEND code of practice across the school	Ongoing	SENCO	Raising attainment of children with SEND
To ensure enough staff are trained to support children with SEND in their learning	Annual staff audit of needs Staff attend internal and external SEND training	Ongoing	SENCO	Increase teachers' confidence in delivering the curriculum to children with SEND
To ensure progress of SEND children in learning	Identifying needs ('assess-plan-do-review') and personalised interventions	Termly	SENCO	Diminishing difference for children with SEND
To ensure that educational visits are accessible to all	Prior visit to site and risk assessment	As required	Headteacher and relevant member of staff	Children with SEND are able to fully access opportunities for learning
To ensure that learning resources are appropriate to SEND needs	Audit of resources and purchasing of new resources as needed	As required	SENCO	All children have full access to the curriculum

## 2. Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Objective	Strategy	Timescale	Responsibility	Impact
To ensure there are no physical barriers to access for pupils with disabilities	Wheelchair access and wheelchair accessible toilet, ramp	In place; changes as required	Headteacher	All children and parents/carers have full access to school

To ensure that classroom are effective for children with SEND	All staff to be aware of disabilities and make reasonable adjustments	Ongoing	SENCO, class teachers	All children have full access to learning and equipment
To ensure that building projects take access of SEND into account	Access taken consideration when planning new project	As required	Headteacher, HPR committee	All children and parents/carers have full access to school
To ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	As required	Class teacher	Staff and children are kept safe in an incident

### 3. Improve the availability of accessible information to disabled pupils

Objective	Strategy	Timescale	Responsibility	Impact
To ensure school communication is accessible to all parents and carers	<p>School office will support and help parents to access information and complete school forms</p> <p>Assess difficulties with information (e.g. languages other than English) of parents and carers</p>	<p>Ongoing</p> <p>Annually</p>	School office, Headteacher, SENCO	All parents and carers receive information in a form that they can access