



SHIRE OAK

C of E (VC) Primary School

Rooted in the community – growing for the future

Accessibility Plan

Written October 2020

Adopted at Governing Body on 20th October 2020, as recorded in minutes and signed by the Chair of Governors, Antonia Nicholls:

Antonia Nicholls

.....

This policy is due for review by October 2023

All our policies should be read in conjunction with our Shire Oak Values and the principles and practices detailed in our Equalities Policy. This plan should also be read in conjunction with our health and safety policy, risk assessments, SEND local offer and information report, Supporting pupils with Medical Conditions policy and Inclusion Policy.

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>To enhance our use of curriculum and other resources that include examples of people with disabilities.</p>	<p>Actively seek out books and other resources that include examples of people with disabilities.</p> <p>Ensure that visitors to school include people with disabilities.</p>	<p>Jane Astrid Devane and Marcelle Maver</p>	<p>Summer 2021</p> <p>Ongoing – audit each year</p>	<p><i>Our school is well resourced with images, texts and other positive examples of people with disabilities.</i></p> <p><i>Visitors to school on a range of topics are representative of wider society and include people with disabilities.</i></p>
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <p><i>Ramps</i></p> <p><i>Corridor width</i></p> <p><i>Disabled parking bays</i></p> <p><i>Disabled toilets and changing facilities</i></p> <p><i>Library shelves at wheelchair-accessible height</i></p>	<p>To ensure our environment supports independent use by pupils, parents and visitors with a disability.</p>	<p>Keep the markings of the disabled parking bays under review to ensure they are clear. Erect additional signage to make this clearer.</p>	<p>Liz Craven</p>	<p>End of Summer 2021</p>	<p><i>Our disabled parking bays are clearly marked and visible to all drivers, including those new to our school site.</i></p>
<p>Improve the delivery of information to pupils with a</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p>	<p>To further embed the use of pictorial or symbolic representations in</p>	<p>Ensure that class staff use pictorial and symbolic representations to support children in class, where</p>	<p>Sara Mitchell</p>	<p>Time given each autumn term to setting up</p>	<p><i>The use of pictorial and symbolic representations is routinely embedded in support arrangements for</i></p>

disability	<p><i>Internal signage</i></p> <p><i>Differentiated print resources</i></p> <p><i>Pictorial or symbolic representations</i></p>	visual timetables, routine instructions, lanyard cards, etc.	appropriate.		resources for new class.	<i>children who would benefit from using them.</i>
Ensure that remote learning is accessible and appropriate for children with a disability	<p><i>During lockdown the SENCO liaised with all teachers to ensure the needs of children with SEND were being met. Devices were loaned, where appropriate and 1:1 sessions were held online to work on children's support plan targets. Practical and physical resources were given to supplement online resources for children where these were more appropriate.</i></p>	To ensure this good practice is continued should a bubble need to be collapsed, a child with SEND needs to isolate or local/national restrictions mean that school is teaching remotely.	<p>Ensure Remote Learning Plan reflects this ambition.</p> <p>SENCo to monitor and oversee to ensure that children with SEND have equitable access to home learning.</p>	Sara Mitchell	As and when required until the end of the COVID pandemic.	<i>Children with SEND are able to access and use our remote learning offer, when needed.</i>