

Accessibility Plan 2021 – 2024

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Responsibility:	Headteacher
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Admin Use	
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Target	Outcome	Timescale	Resources	Person responsible	Monitoring and Evidence
1. Leading and monitoring the disability equality scheme					
Review and update school accessibility plan	School is accessible to all pupils	Every 3 years	Staff meetings Management meetings	SLT Governors	Governor minutes
The equality policy will be monitored and reviewed on an annual basis.	Compliant with legislation	Annual review	Staff meetings Management meetings	SLT Governors	Equality Policy
Ensure Arbor is an accurate reflection of	Up-to-date database of needs within school	Ongoing	Update Arbor	Admin Team	Arbor

pupils, staff and parents / carers with identified disabilities					
2. Promoting curriculum access for disabled pupils and adults					
All out of school activities are planned to ensure the participation of the whole range of pupils	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Risk assessments Pre-trip visits	Teaching Staff EVC Headteacher	Curriculum map
School visits are made accessible to all pupils irrespective of attainment and impairment	All pupils have access to all school visits	Ongoing	Pre visit visits Risk assessment	Teaching staff EVC Coordinator	All children access all visits
Classrooms and other settings are optimally organised to promote the participation and independence of all pupils	Lessons start on time, without the need to make adjustments to accommodate the needs of individuals	Ongoing	Visual timetables Now and next cards Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Teaching Staff Headteacher	Learning Walks
Training and awareness raising of disability issues for	Whole school community awareness of the issues relating		Understanding of differing needs and disabilities.	Headteacher SLT	Training records Evidence of parental participation

staff, governors, parents and pupils	to access within school. Whole school assembly – autism awareness Whole-school training, THRIVE approach.				
3 Improving the physical environment of the school and its services					
Ensure that pupils in wheelchairs can move around the school without experiencing barriers (not currently an identified need, but proactive strategy to allow admissions of pupils ASAP)	All children and adults in wheelchairs can access all parts of the school	Carry out audit of need, if need arises. Carry out risk assessment if need arises.	Specialist support from outside agencies Doors to and from classrooms wide enough for wheelchair access PEEP completed for pupils in wheelchairs	Head teacher SENCO Site Manager	Audit of resources Site manager visit notes Health & Safety Audit All areas are accessible although the route may be a long way round
Resurfacing works to the footpaths around school to ensure accessibility	All children and adults in wheelchairs can access all parts of the school	Summer 2021			Health and Safety Walk-rounds
Opened up access to the rear gates to allow easier physical access.	All children and adults in wheelchairs can access all parts of the school	Autumn 2020			Health and Safety Walk-rounds
Disability parking space added to	All children and adults in wheelchairs can	Spring 2020			Health and Safety Walk-rounds

support accessibility and parking within school grounds to appropriate visitors	access all parts of the school				
Provide pathways to travel around the site. No areas in school only accessible by steps – all areas ramped	All children and adults in wheelchairs can access all parts of the school	Summer 2021	Specialist support from outside agencies	Headteacher	Health and Safety Walk-rounds Steps in from the outside to the hall and classrooms
Ensure Personal Emergency Evacuation Plans cover pupils and adults with a disability	Staff are aware of all Personal Emergency Evacuation Plans and routes from their classrooms for vulnerable pupils	Reviewed annually, as appropriate with individuals	Specialist support from outside agencies Identify alternative route for evacuation from classrooms e.g. if door widths are too narrow, if fire alarm won't be heard. Fire drills to prepare for actual event at different times of the day with all staff members	Headteacher All Staff SEN coordinator	Record of Fire drill practices Fire Evacuation Plan monitored annually or as needs change
4 Improving the quality of information for and about disabled pupils and adults					
Provide information in a range of formats, including website access	Information to be shared can be found on website and in a range of formats	Ongoing	Specialist resources and support from outside agencies	Headteacher Admin	Feedback indicates delivery of school information to parents/ carers /school community improved

Ensure that parents/ carers who have a disability can receive information and reports by an alternative method	All parents / carers have appropriate access to the information the school shares Specific arrangements made to meet identified needs	Ongoing	Specialist support from LA when needed Update Sims Seek the views of parents/ carers on preferred method of communication Ensure all information is made available in a suitable format in a reasonable time e.g translated into appropriate language, available in large print	Headteacher Admin Team	Copies of information kept on file
Ensure parents have access to verbal information as well as written to support needs as required.	All parents / carers have appropriate access to the information the school shares Specific arrangements made to meet identified needs	Ongoing			