

# Oakfield Disability Access Plan (DAP) 2018-2021

## Accessibility Plan

This plan sets out the proposals of the Governing Body of the school to provide access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act 1995 and the Equality Act 2010 with due reference to Reasonable Adjustments for Disabled Pupils guidance 2012.

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils and visitors can take advantage of education and associated services.
- Improving the delivery to disabled pupils and visitors of information which is provided in writing for pupils who are not disabled.

## **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities."

## **Key Objective**

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

## **Principles**

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
  - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services in line with the school's Admissions Policy
  - not to treat disabled pupils less favourably
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice 2002
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpins the development of an inclusive curriculum:
  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school will seek to maintain and develop access in three areas:

**a) Education and related activities**

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. As well as the above the school will:

- Ensure a differentiated curriculum
- Develop process and procedures to incorporate changes in SEN code.
- Take accessibility into account when reviewing the school's SEN Policy.

**b) Physical environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, these would include e.g. improved access, lighting, acoustic treatment, colour schemes, accessible facilities and fittings and any other which might be required.

**c) Provision of information**

The school will make itself aware of local services, including those provided through the LA for providing information in alternative formats when required or requested.

## Oakfield Primary School Disability Access Plan (DAP) 2018-2021

	Objective	What	How	When	By Whom	Date of completion / action taken	Impact
Short term objectives	Ensure curriculum is differentiated and accessible to all children	Review the whole school curriculum to ensure that it is differentiated appropriately and inclusively	All planning is differentiated Day to day planning is specific to children's needs.	April to July 2018	HT, Class teachers and SENCO		All pupils will make appropriate or better progress
	To prepare appropriately for new pupils with disabilities	Liaise with feeder pre-schools and nurseries to identify any adaptations that might be required  Liaise with parents/carers of incoming pupils with SEN  Adjust budget/contact LA about adjustments that are needed  Arrange for required adjustments in terms of physical alteration, equipment needed, personnel resources, curriculum adjustments	SENCOs meeting as part of transition  Attendance at review meetings to plan transition  Required expenditure is identified  Increase PE equipment and other resources to enable curriculum to be delivered	Summer 2 2018	SENCO and EYFS leader  HT and Resources committee		Pupils with disabilities enter school with appropriate support in place for a smooth transition to be achieved. Parents are confident that their child's need will be met and learning progress is good Reasonable adaptations are made with due regard to value for money and need.
	Review School local Offer to reflect current SEN provision map	School local offer clearly states commitment to access for all. Local Offer and SEN up to date information on website.	Update if required and uploaded onto the website	Summer 2 2018	SENCO and HT		School provides clear accurate information related to DDA and SEN that is easily accessible
	To develop awareness within the pupils and staff of the needs of disabled children within school	Through assemblies, PSHE, and external visitors pupils are supported to recognise needs and respond appropriately. Staff are provided with appropriate training to recognise and differentiate appropriately for the specific needs of SEN pupils	Assemblies, Visitors, PSHE curriculum  Disability workshops/disability week	Ongoing	SENCO HT		Pupils with SEN of any kind are absorbed within the school body.  All staff recognise and provide the appropriate level of support to ensure pupil progress
	Ensure that the needs of the disabled pupils currently on role are met in terms of learning access and safety	Take steps to enclose the playground to prevent access to a wider area.					

	Objective	What	How	When	By Whom	Date of completion / action taken	Impact
Medium term objectives	To ensure that all members of staff are aware of the needs for the future and can therefore prepare buildings and facilities to meet the needs of known disabled users	Seek views of parents, children and involved professionals as to whether the buildings, facilities and curriculum meet their needs Ensure no one is excluded from entry to the school due to a disability	Maintain open links with feeder pre-schools/nurseries so that the needs of pupils are met in good time and preparations made and budgeted for well in advance	September 2018	SENCO EYFS leader and HT		All children can be accepted no matter what their disability
	Ensure that facilities, buildings, etc are fit for purpose in terms of learning, challenge and progress of disabled pupils	Allow access to the school learning environment for all disabled persons	Through annual reviews and individual consultation, annual feedback to School Improvement committee and Resources committee	Spring 2019	HT SENCO Resources		School can adjust as required without need for sudden action.  Known needs identified and catered for allowing pupils with disability smooth transition

	Objective	What	How	When	By Whom	Date of completion / action taken	Impact
Long term objectives	To try to ensure school is aware and therefore prepared in terms of buildings and facilities to meet the needs of all disabled users	Maintain open links with feeder schools so that needs of pupils in Years R, 1 and 2 are reviewed annually so that preparation can be budgeted for and achieved in "good time"	Possible reasonable adaptations can be made	2019-20	SENCO HT Resources Committee		School can adjust as required without need for sudden action. Known needs identified and catered for allowing pupils with disability smooth transition