

Oldfield Park Infant School Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 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 can take advantage of education and associated services;
- improving the delivery to disabled pupils 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.'

The purpose and direction of the school's plan: vision and values

At Oldfield Park Infant School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Oldfield Park Infant School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;

- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

We currently have a whole range of children of all backgrounds, needs and abilities.

- asthma
- eczema
- Allergies
- Epilepsy

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

Information from pupil data and school audit

a) The school has disabled access to the main entrance and there is a disabled toilet facility available and accessible. The interior of the main building is not fully accessible due to a stair case to the staffroom. However, this could be overcome by changing the staffroom and additional resource base around if necessary.

b) Parking on site is limited to 5 cars and although there is not currently a disabled parking bay this could be implemented if necessary .

c) Emergency and evacuation procedures are accessible to all (Except Rabbit and Squirrel Class where steps remain). Alarms are auditory and some are visual and the assembly points are on the playgrounds. We will review the provision of extending the visual alarm should the need arise.

d) Furniture and equipment are selected as standard, age related as appropriate.

e) All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in productions, music, PE and assemblies.

f) School visits are made accessible to all children irrespective of attainment or impairment.

g) Teachers and teaching assistants attend SEN courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' IEP targets and liaise with specialist and support services.

h) Lessons provide opportunities for all to succeed through inclusive, differentiated plans.

i) Where appropriate, access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources.

j) We work in close consultation with the EMAS (Ethnic Minority Achievement Specialists) team in order to ensure that children with English as an additional language are provided with individual / small group teaching to develop their

language skills and increase access to the curriculum where possible.

k) We have a clear policy on the administration of medicines. Photographs of children with specific medical needs or allergies are displayed at strategic points. Information relating to these children is also passed on to lunch-time supervisors and included in registers in order to inform visiting teachers.

l) Inhalers are always taken on visits/trips out of school. Staff trained in first aid always accompany trips where necessary.

m) Applicants to vacancies are asked if they are disabled and whether they require access arrangements for interview which we would of course endeavour to accommodate.

The main priorities in the school's plan

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

a) Review emergency and evacuation procedures for wheelchair access. Investigate the possibility of installing visual as well as auditory alarm system if the need arises.

b) Include replacement of the steps by the Little Kitchen with a ramp when planning work in that area.

The DDA

The Disability Discrimination Act applies to all employers and everyone who provides a service to the public, except the Armed Forces.

It is a law designed to end discrimination against disabled people. It also meets the needs of small to medium sized businesses because it is flexible enough to take account of your business's individual circumstances.

Under the Disability Discrimination Act, small to medium sized businesses have to make reasonable adjustments so they do not discriminate against disabled customers or employees.

This may affect the way you treat your staff, job applicants and customers.

The law has been designed so that you only have to make reasonable changes, but if you fail to do what is reasonable, a disabled person could take legal action against you for treating them unfairly.

If your organisation is not accessible to disabled people, you could be missing out on a lot of potential customers.

Review date: April 2018