*"Building Curious, Confident, Courageous, Communicators and life-long learners"*

# The Shires at Oakham School

# Education: Accessibility Plan

| Policy Review Process | |
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| Created by | Jamie Hill – Head of Education |
| Date of implementation | September 2021 |
| Next policy review | September 2022 |

## Contents

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

> Increase the extent to which disabled pupils can participate in the curriculum

> Improve the physical environment of the school to enable disabled pupils (visitors and staff) to take better advantage of education, benefits, facilities and services provided

> Improve the availability of accessible information to disabled pupils (visitors and staff)

Our school aims to treat all its pupils (visitors and staff) fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At The Shires we are committed to enhancing the lives of all our young people so they can all become Curious, Confident, Communicative and Courageous learners, in our community this is known as "the Four C's". Everything we do as a school is underpinned by the following fundamental values that combine to support all pupils to become Curious, Confident, Communicative and Courageous learners. We support our children to be:

- Safe – be safe, feel safe, and understand risk

- Understanding – be effective and successful communicators

- Kind – be kind to all around them, to understand and respect the needs of others

- Happy – be healthy and happy individuals who enjoy coming to school

- Ambitious – have goals and dreams for their futures and be supported to achieve them

- Successful – find regular achievement and celebrate this as part of a community

Paper or electronic copies of this document are available are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The Shires is supported by its proprietors to ensure any proposed development aims are pupil in place.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising any concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, visitors and governors of the school.

## 2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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## 3. Action plan

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 |
|---|---|---|---|---|---|---|
| Increase access to the curriculum for pupils with a disability | • Our school offers a highly personalised and differentiated curriculum for all pupils.<br>• The curriculum is reviewed to ensure it meets the needs of all pupils.<br>• We use resources tailored to the needs of pupils who require support to access the curriculum.<br>• Pupils, staff and parents are supported to develop their use of alternative communication systems such as PECS, Makaton, AAC.<br>• Curriculum resources include examples of people with disabilities and pupils are supported to understand their own needs and the needs of others.<br>• Curriculum progress is tracked for all pupils, regardless off development stage, disability or need.<br>• Targets are set effectively and are appropriate for pupils with additional needs. | • All pupils to have a Positive Behaviour Support Profile linked to the Zones of Regulation Curriculum to increase ability to access learning opportunities provided.<br><br>• All pupils to have a comprehensive Communication Profile put in place by SALT to support curriculum access opportunities.<br><br>• All pupils to have a comprehensive Sensory Profile put in place by OT to support curriculum access opportunities. | • Leaders to work with teachers to develop PBS profiles linked to ZOR.<br>• CPI Safety Intervention training for all staff.<br>• ZOR refresher training for all staff.<br><br>• Formal SALT assessment for all pupils.<br><br>• Formal OT assessment for all pupils. | • Head of Education<br><br>• Head of Education<br><br>• Head of Education<br><br><br>• SALT<br><br><br>• OT | • September 21<br><br>• September 21<br><br>• September 21<br><br><br>• February 22<br><br><br>• February 22 | • PBSP in place for every pupil.<br><br>• All staff CPI Safety Intervention trained.<br><br><br>• Communication Profile in place for every pupil.<br><br><br>• Sensory Profile in place for every pupil. |

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| Improve and maintain access to the physical environment | • Ramps leading up and into the site, School Building 1 and School Building 2<br><br>• Clutter free environments<br><br>• Corridor width & doors in School Building 1<br><br>• Disabled toilets and changing facilities in School Building 1<br><br>• 'Autism Friendly' environment expectation set by the Head of Education<br><br>• ASD friendly colour scheme in all rooms. | • ASD friendly boardmaker visual on all doors<br><br>• Improve door width in School Building 2 to ensure easily access to wheelchair users to access all key ground floor curriculum spaces | • Design, purchase and put in location robust boardmaker symbols<br><br>• Proprietor building and facilities team to develop and appropriate design and improvement plan and go out to tender for building works. | • SALT & Assistant<br><br>• Head of Service & Buildings and Facilities Manager | • February 22<br><br>• March 22 | • ASD friendly visuals in place across the school.<br><br>• Building works completed to widen door frames to support improve wheelchair access. |

| AIM | CURRENT GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
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| Improve the delivery of information to pupils with a disability | • Our school uses a range of communication methods to ensure information is accessible. This includes:<br>• High quality lesson resources that meet the reading stage of all pupils.<br>• Social stories to aid understanding of specific subject matter for all pupils.<br>• PECS, AAC, Makaton embedded across the school to support aid pupils understanding of information.<br>• Use of videos and pictures to demonstrate progress made by pupils. | • Create an ASD friendly reporting safeguarding concerns visual.<br><br>• Create an ASD friendly behaviour debrief visual. | • ASD friendly safeguarding concerns visual translation using boardmaker symbols.<br><br>• ASD friendly behaviour debrief visual. | • SALT<br><br>• SALT | • September 2021<br><br>• September 2021 | • ASD friendly safeguarding concerns visual in place.<br><br>• ASD friendly behaviour debrief in place. |

## 4. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary.

It will be approved by Chair of Governors.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality Policy
- Teaching and Learning Policy for Pupils with SEND
- Curriculum Policy
- Reading & Phonics Policy
- Complaints Policy