

Accessibility Plan for Oliver Goldsmith Primary School

This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 which requires schools to draw up, publish, implement and review a written plan to

- increase access to the curriculum for disabled pupils;
- improve the physical environment of the school to increase access for disabled pupils
- improve the accessibility and availability of information to disabled pupils

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

This plan recognises what is already in place in our school and includes future steps we will take.

Future steps have been identified as part of the process of drawing up, implementing and reviewing the School Improvement Plan, updating the School SEN Report, regular and ongoing consideration of existing and potential barriers to learning and to access to the school and to information and ongoing engagement with parents.

Access to the curriculum and participation in school activities

This involves increasing the extent to which pupils with a disability can participate in the school curriculum and activities. In order to achieve this, staff training on how to meet the needs of pupils with specific disabilities are scheduled regularly throughout the year. Teachers plan for and differentiate activities to meet pupils' needs on a daily basis, with support staff also. In addition, reviewing resources and equipment that support children with specific needs are also budgeted for and utilised, when required. This includes ICT hardware and software.

The school has already:

- Provided further training and support for Teaching Assistants in supporting children on the autistic spectrum and dyslexia
- Included in pre-visit for residential school journeys the discussion of provision for any pupils with a disability ensuring that these pupils can participate on the trips.
- Ensured all staff are aware of and able to use SEN software as appropriate

During 2020-22 the school plans to:

- Provide specialist hardware and software for the use of pupils with any visual impairment
- Ensure that provision is made for children with disabilities in all of the trips (including residential) undertaken by the school
- Provide specific training for staff in Early Years on supporting children with physical impairment
- Provide specific training for diabetic children

Access to the Physical Environment

This involves improving the physical environment of the school to improve access to the building and its facilities for all members of the school community. Work is regularly reviewed by the premises and senior team in order to check for easy access in and out of the buildings. This includes clear lighting, lift operation checks and ramps for children in wheelchairs or walking frames.

The school has already:

- Ensured that all staircases have secure, easy to grip hand rails.
- Provided disabled access to the ground floor by installing a ramp to the reception school entrance
- Installed a disabled toilet and shower

During 2020-22 the school plans to:

- Investigate impact of layout, environment and lighting on children with ASD or other additional need.
- Provide access for wheelchair users throughout the school
- Review and improve, where necessary, signage for people with a visual impairment

Access to Information

This involves improving the delivery of information to any member of the school community who has a disability

The school has already:

- Liaised with the Southwark SEN team to support staff training
- Ensured that signage for exits etc. uses non written symbols (such as running man) to clarify meaning
- Provided information to parents and carers about organizations and groups which work with and support the families of children with disabilities

During 2020-22 the school plans to:

- Replace the sound systems and interactive software in use for classrooms, assemblies, presentations to parents and children's performances
- Produce newsletters in alternative formats, e.g. large print, on line according to need
- Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate

Further information and advice

https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-schools_online.pdf

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Access to the Curriculum 2020-2022

Area	Current Barrier	Objective	Actions	Time-Scale
ICT	ICT hardware and software is not always appropriate or accessible for pupils with a disability ie. visually impaired	To ensure that all pupils have access to appropriate equipment and software for their needs	To purchase suitable hardware e.g. keyboards and appropriate software to support the needs of pupils with a visual impairment if required.	Autumn term 2020
Literacy	Texts in Key Stage 2 can be challenging and hard to access for children with EAL.	To ensure that there are a wider range of texts printed in a wider range of mother tongue languages.	Budget and purchase suitable texts in different languages for EAL children to access.	Autumn 2020 and onwards.
Early years	If children in Early Years are suffering from a fluctuating hearing loss caused by glue ear	To ensure that the children have maximum access to the curriculum	Training will be provided to all staff in Early years on recognizing hearing difficulties and supporting children with this condition when identified.	October 2020 and annually thereafter

Access to the physical environment

Area	Current barrier	Objective	Actions	Timescale
Classrooms and corridors	Children with ASD may find aspects of the environment affect their ability to learn	Identify and seek to address those barriers to learning	Investigate the impact of layout, environment and lighting on children with ASD or other additional need.	Autumn term 2020
Reception block	Step to classroom and support frame in toilet	Identify where a step may block use by child with walking frame	Add in ramp for access and frame to use in toilets	Autumn term 2020

Access to Information 2020-2022

Area	Current Barrier	Objective	Actions	Time-Scale
School hall	The sound system is unreliable and outdated which means that some children and parents may be unable to hear what is being said in assemblies and presentations	To enable all members of the school community to hear clearly in assemblies, presentations and school performances	Replacement of the sound system in the school halls and through classroom interactive boards	Provision to be made in budget for 2020-22. Estimates to be obtained for updated equipment
Communication with Parents	Some parents are not able to access the information sent out by school	To ensure that information the school provides is available to all parents	Ensure all letters from school are written in plain English and are printed in Arial font 12. A larger font should be provided on request. Newsletters will be published on the website	Immediate
Website	Not all parents appear to be able to access information on the school website.	To identify what the barriers are and seek to remove them. Update the website	Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate	Starting Autumn 2020