



OVERCHURCH INFANT SCHOOL

Accessibility Plan

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Signed:	Headteacher
Signed:	Chair of Governors

Contents:

Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [The Accessibility Audit](#)
4. [Planning duty 1: Curriculum](#)
5. [Planning duty 2: Physical environment](#)
6. [Planning duty 3: Information](#)
7. [Monitoring and review](#)

Statement of intent

This plan outlines how Overchurch Infant School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. Any changes to this plan will be communicated to all staff members and relevant stakeholders.

Planning duty 1: Curriculum

Improving the Curriculum Access at Overchurch Infant School

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
Dyslexia Awareness	Continue to use Orrets Meadow as resource to support pupils with Dyslexia Use Nessy resource to support pupils with Dyslexia and model pedagogy to staff	Ongoing Ongoing	All teachers are able to more fully meet the needs of children with dyslexic tendencies with regard to accessing the curriculum Pupils to utilise specialist resource to make rapid progress with reading and spelling Increase in access to National Curriculum Individual schemes of work targeted to support pupils	SENCO
ADHD awareness training for staff	Continue to attend training as appropriate and disseminate to staff advice about ADHD pupils and how to help them access the curriculum	2018-19	Support teachers to identify ADHD and develop teaching and behaviour strategies to meet the needs of pupils with possible ADHD with regard to accessing the curriculum	Headteacher SENCO Class Teachers
ASC awareness training for staff	Staff to attend Autistic Education Trust training to refresh and enhance knowledge and understanding of ASC	Ongoing	Teachers able to meet the needs of pupils with possible ASC with regard to accessing the curriculum and developing social skills Increase in access to National Curriculum	SENCO
Implementation of quality first teaching	Staff to annotate quality first teaching grids, developed through provision review, identifying strategies and opportunities for inclusive practice.	2022-2023 (review Termly)	Additional opportunities to consider opportunities for supporting pupils Increase in access to National Curriculum.	SENCO Class Teachers

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
PCPs/ Provision Maps	Staff regularly assess the needs of their pupils and consider individual ways of supporting them, as well as celebrating achievements.	Termly	Additional opportunities to consider opportunities for supporting pupils. Staff meeting agenda item Increase in access to National Curriculum.	Headteacher SENCO Class Teachers
All out-of-school activities are planned to ensure that participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	On-going	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. Pupil Premium children to be offered free after school provision. Increase in access to National Curriculum.	PE Leader
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment and to provide a low stimulus environment and support the learning process in individual class bases Liaise with OT about specialist equipment	On-going	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Increase in access to National Curriculum.	SENCO Class Teachers
Training for Awareness Raising of Disability Issues	Provide awareness sessions for governors, staff, pupils and parents linking to neurodiversity. Whole school neurodiversity week celebrations.	Annually	Whole school community awareness of neurodiversity is increased. Whole school benefit by a more inclusive environment.	Headteacher

Planning duty 2: Physical environment

Improving the Physical Access at Overchurch Infant School

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
To ensure safe transit of wheelchair users from the disabled parking bays onto the main footpath	Removal of raised kerbside demarcating end of bay and footpath	As soon as financially viable	Children, parents, staff or visitors are able to enter school safely after parking in the designated bay.	Headteacher / School Business Manager
Enable wheelchair access into and out of Year 1 toilets	Install slopes into both boys and girls toilets to ensure safe access and exit	As soon as financially viable	Children are able to enter and exit toilets independently and safely. Nothing is preventing easy wheelchair access	Headteacher / School Business Manager
Resurfacing of FS2 and YR1 Yard	The surface is becoming worn and needs to be replaced to ensure the future safety of the children on site.	2019-21	New flat playground surface Improvement in potential drainage issues Decrease in number of accidents	Headteacher / School Business Manager

Planning duty 3: Information

Improving the Information Access at Overchurch Infant School

Overchurch Infant School has a dedicated website <https://www.overchurchinfantschool.co.uk/> for parents and carers which all staff have access to.

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
Ensure all information is available to all parents / carers	<p>All information available to parents/carers via the school website and parentmail.</p> <p>All information available to parents / carers via a paper copy through the school office if requested</p> <p>School website regularly updated</p> <p>Parents supported with forms and information via the school office</p> <p>External support sourced when required, eg EAL, Autistic Society, etc.</p>	Ongoing	<p>Office will receive less personal requests for information. 100% of families receive Emails 99% of families have a ParentMail account 85% of families are using the mobile app</p> <p>Parents will request personally from office staff. Parental usage of Parentmail is monitored and those parents who are not able to access Parentmail are identified and provided with paper copies.</p> <p>Website checked regularly to ensure information is accurate. Office staff are approachable for parents to request assistance.</p> <p>Inclusion Lead will liaise with outside agencies and source support when required, on an individual basis.</p>	Headteacher Office staff Website Manager
Identify, respond and report racist incidents as outlined in the Plan.	<p>Teaching staff are aware of and respond to racist incidents.</p> <p>Consistent nil reporting is challenged by the Governing Body</p>	Ongoing	Any incidents are dealt with on an individual basis and data is monitored regularly and reported to the Governing Body.	Headteacher SLT Teaching Staff Support Staff