



At Oak Hill First School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no 'invisible' children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe, calm and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Objectives

Oak Hill First School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Oak Hill First School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Oak Hill First School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- SEND Policy
- Teaching and Learning Policy
- School Improvement Plan (Premises incl Asset Management Plan/Suitability Survey)

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governing body.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Reviewed Spring Term 2024

Next Review Spring Term 2025

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body (delegated to an individual governor)**
- **Head Teacher**
- **SENDCo**
- **Business and Finance Lead**
- **Site Manager**

An audit was completed by the Business and Finance Lead and SENDCo February 2024. Recommendations were made as follows:

Ref	Item	Recommendations	Time Scale	Priority	Cost	Date Completed
	Maintenance of BMA	Clearance of items – disposal of unrequired items	End of Spring 2024 term	low	0	
	Maintenance of EY Disabled toilet	Clearance of room	End of Spring 2024 term	low	0	
	Maintenance of Items being stored near entrance to lift access downstairs	Clearance of area	End of Spring 2024 term	low	0	

Schedule 21: Action Plan A – Improving Physical Access

Already in place:

- Wheelchair access to main school building- automatic doors
- Disabled parking spaces
- Disabled Toilet and Bathroom Management area
- Ramp to hall
- Lift to hall
- Lift to first floor
- Security-protected door pads at lower level
- Evac Chair and 2 staff trained
- Visual tiling in toilets.
- Full access to entrance area: wheelchair access, seating, bell at counter.
- Hand railings down to SBM office
- Yellow strips indicating stairways

Further planned improvements:

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	How accessible is the Oak Trees Centre?	Office/SBM/AP lead have keys and can assist immediately.	Immediate	High	None	Ongoing
2	How well maintained are the visual strips on the stairs?	Internal stairs are checked periodically to ensure the yellow/metal visibility edging strip has not loosened. Site Manager repairs if this is the case.	Half termly full check Immediate response by stie manager if maintenance required.	high	None	Ongoing

3	Can all adults access the building safely?	<p>Annual reminder to all adults to let us know if they have problems with access to areas of the school. SBM to email all staff and families to remind them to let us know of their needs.</p> <p>Parent/carers are asked each time there is an event in school about access needs. SENDCo to email all staff to remind them about this when inviting parent/carers onto site.</p> <p>External door access to two Reception class is via deep step/steps – when required use of portable bridging ramp used. Access available via other doors.</p>	Yearly	High	None	All adults have full access to all areas in school.
5	Evac chair training	A member of staff in ks2 area is available in case of emergency. Increase capacity of available staff by training 4 new staff members.	By end Summer 2024 term	Low	CRST training – in house	
6	Are the lift to KS2 and lift in hall maintained so that they are always accessible?	Lifts are checked and maintained by Pickering's Lifts 6 monthly compliance check.	Ongoing – 6 monthly	High	£231 annual cost	Ongoing
4	Are signs (including direction and information) positioned to inform those with visual impairment and wheelchair users?	Site Manager to audit current signage and duplicate where necessary. New signage has been installed Jan 2024 as the school joined CRST	Ongoing	Low	Possible cost implications if gaps are identified	Ongoing

		these are compliant.				
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ACCESSIBILITY PLAN

Schedule 22: Action Plan B – Improving Curriculum Access

Already in place:

- Essentials curriculum developed and delivered at a basic, advanced and deep level – with relative support being provided.
- Interventions in place for targeted EAL/SEN pupils. Use Plan, Do, Review cycle to inform our graduated approach to meeting the pupils' needs
- Non-class based SENCo to support teaching and learning
- 3 day week non-class based EAL teacher to support teaching and learning
- Detailed transition planning for children both between years in school and also from Nursery to Oak Hill, Oak Hill to middle schools
- Families with financial issues supported to ensure pupils with SEND are not prevented from being included in activities/events
- Close liaison between Attendance Officer, SLT and EWO to monitor and improve attendance

Further planned improvements:

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Is provision adapted to meet the needs of our pupils?	SLT / SENDCo to monitor quality of adaption and provision for SEND pupils.	Termly	High	SLT release costs	Ongoing termly
2	How do you know if interventions are successful?	SLT and SENDCo to audit current interventions and their success/impact on progress. Provision mapping and individual education plans (IEPs) to be used across all year groups for individual children on the SEND register.	Termly	High	Resourcing costs of identified areas to develop	Ongoing termly
3	How are classrooms organised to promote the participation and independence of all pupils?	SENDCo to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class, informed by IEPs and pupil progress data.	Termly	Medium	Possible resource implications where gaps are identified	Ongoing termly

4	How are staff supported to ensure planning and subsequent interventions are effective?	SENDCo to deliver staff training to teaching staff and support assistants. SaLT training from Worcestershire S&L Services. Mid-point reviews to identify progress/next steps.	Termly	Medium	Not applicable	3 training session on adaptive teaching provision Aut and Spring term 23-24.
5	How are staff supported in developing their knowledge and understanding of specific complex needs? SLCN, ADHD, ASD, Dyspraxia, dyslexia	Identify gaps in knowledge and seek external advice if necessary. SENDCo to provide training as necessary. SENDCo to establish and maintain a bank of resources, strategies, guidance / information which all staff can access online.	Ongoing	Medium	None	Ongoing
6	Do pupils understand the nature of different disabilities and demonstrate our inclusive ethos?	SEND Review to audit provision – Director of SEND from CRST, SEND consultant and partner school SENDCo. February 2024. Review of emotional culture, wellbeing and mental health, behaviour, including new behavior policy and procedures. Embedding inclusive ethos.	Ongoing	Low	None – release time for SENDCo and training for staff.	23.02.24 Spring term 2024 – then ongoing
7	Could the provision provided for pupils with social and emotional needs be improved?	SENDCo to complete Trauma Informed Schools training. Training to be disseminated to whole staff as part of behaviour and SEND review and implementation of new policy. SENDCo to work in partnership with outside providers to support pupils with social or emotional needs. External agencies to support parents with home issues such as behaviour, trauma and loss, EBSN.	Spring term 2024	High	Course provided by TISUK and funded by WCF. £2500 annual costs for support from PBT Beacon PRU Working with Touchstones, Primrose Hospice family support	SENDCo trained and qualified March 2024 Ongoing
8	Are pupils with SEND included in pupil forums?	Both SEND and EAL pupils are regularly selected to share their pupil voice in curriculum pupil conversations held by SLT and subject leaders to reflect the diversity of our school.	Ongoing	Low	None	ongoing

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ACCESSIBILITY PLAN

Action Plan C – Improving the Delivery of Written Information

Already in place:

- Polish translator produces individual letters in relation to attendance/parental consultations.
- Class Dojo has a Translate function for parents to read messages and Posts.
- Parents who struggle with their own Literacy skills supported by phone calls/verbal explanations
- Family learning, advice leaflets available in Reception Area and parent noticeboards on front playground
- Information e.g. Parenting services, School nurse support shared on Dojo

Further planned improvements:

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Can parents access written communication?	<p>The school will make itself aware of the services available for converting written information into alternative formats.</p> <p>Review current communication and develop generic letters for key events. Consider variety of formats: ~‘easy read’ vocabulary choices ~large print.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Low</p> <p>Low</p>	<p>Not applicable</p> <p>Not applicable</p>	<p>New SEND information report and support for parent/carers on website and reviewed by Director of SEND at CRST for ‘dyslexia friendly’ / accessibility. Feburayr 2024</p>

2	What is the school doing to support EAL parents in being able to access communication sent/available to parents?	<p>The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.</p> <p>Key signage to be made in Urdu and Polish for key events i.e. parents' evening and performances.</p> <p>Dojo is instantly accessible and translates for parent/carers who speak other languages.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	Low	<p>Not applicable</p> <p>Not applicable</p> <p>Not applicable</p>	<p>Ongoing for key events i.e. parents' evenings, IEP reviews, reports to parents</p>
3	How is SEND information shared with families?	<p>SENDCo to review communication channels with parents to ensure it is a two-way process.</p> <p>Supporting Families pathway for parent/carers to access information and signposting to access help for difficulties i.e. trauma and loss, behaviour at home, sleep, food</p> <p>Updates to website SEND page, signposting parent/carers to sources of information, resources and support. SEND information report is now in accessible form with 'quick links'.</p> <p>End of year reports translated into multiple language as appropriate.</p>	Ongoing	Medium	SLT/SENDCo release time	<p>Ongoing</p> <p>Website updated with SEND information report and new policy Spring term 2024</p> <p>Deputy Head and SENDCo meet weekly to triage and plan package of support for parent/carers accessing the Supporting Families pathway. Cost of release time for teachers meeting with parents, providing resources and making referrals as appropriate.</p>