

Date of last review	September 2023
Date of next review	September 2024

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.

Objectives

Oyster Park Primary Academy 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 parent’s 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.

Oyster Park Primary Academy’s 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.

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

- Behaviour Policy

- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the SLT.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

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

- **The Governing Body**
- **Head Teacher**
- **Inclusion Leader**
- **School Business Manager**
- **Site Manager**

Physical Access

Environment/Provision	Recommendations	Time Scale	Priority	Cost	Date Completed
Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing
Disabled parking	Space provided – ensure it is clearly marked.	Immediate	Medium	Paint to remark the space when needed	Ongoing
Disabled Toilet	In place in KS2 and KS1- ensure they are clear from obstructions Changing facilities are available	Ongoing	Low	None	Ongoing
Changing and Shower facilities	In place in Nursery				
Lift	In place in main reception area – annual maintenance				

Improving Curriculum Access

Provision	Recommendations	Time Scale	Priority	Cost	Date Completed
Differentiation in teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Ongoing	High	SLT release costs	Ongoing monitoring needed
Interventions	Inclusion Lead to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups.	Ongoing	High	Resourcing costs of identified areas to develop	Ongoing – see SEND Impact Report/Action plan
Classrooms are organised to promote the participation and independence of all pupils	SLT to carry out lesson drop ins and observations to ensure that lessons are	Ongoing	High	Possible resource implications where gaps are	Ongoing monitoring needed

Provision	Recommendations	Time Scale	Priority	Cost	Date Completed
	planned to meet the needs of all pupils in the class.			identified CPD costs where appropriate	
Staff CPD to write and review Learning Plans and Pupil Passports	DHT for Inclusion and EP to deliver staff training to teaching staff.	Ongoing	High	Not applicable	<p>Training delivered Autumn 1 2022</p> <p>Ongoing monitoring and support by AT WISENDSS, EP, DHT Inclusion and Shadow SENCO – SEND consultation for coaching and mentoring</p>
The Harbour - in house adaptive learning provision established to meet the significant learning needs of identified pupils within mainstream school.	External professionals and DHT for Inclusion to ensure identified CPD needs are met for staff facilitating provision. Ongoing monitoring by SENCO, external professional and HT – any additional support identified to be sought.	Ongoing	High	Proportionately funded through Wakefield HNCf and supported by SENART for an element of staffing cost including time to meet with class teachers to plan and assess. Resources to ensure provision is appropriate to meet identified needs CPD for specific interventions for example High Five.	<p>Provision established Summer 1 2022 initially for four terms for a group of 6 KS2 pupils. Extended during Summer 2 2023 (converted caretaker's bungalow) to create The Harbour.</p> <p>CPD delivered by external professionals Summer Term 2023 for staff new to provision.</p> <p>Ongoing monitoring and support by AT WISENDSS, EP, DHT for Inclusion Shadow</p>

Provision	Recommendations	Time Scale	Priority	Cost	Date Completed
					SENCO and HT.

Improving the Delivery of Written Information

Provision	Recommendations	Time Scale	Priority	Cost	Date Completed
Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats	Ongoing		Not applicable	Ongoing
Review documentation on website to check accessibility for parents with English as an Additional Language	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.	Ongoing		Not applicable	