

Approved by the Governing Body on: 25/04/17
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Ongar Place Primary School Accessibility Plan 2022-2025

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 on progress of the Accessibility Plan over a prescribed period.

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.'

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Ongar Place plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan will contain relevant actions to:

1. Improve access to the physical environment of the school, adding specialist facilities as necessary.
2. Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as prepared for life as others.
3. Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities.

We acknowledge that there is a need for on-going awareness raising and training for staff, pupils and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Any complaints or concerns regarding accessibility to Ongar Place School should be raised as soon as possible with the office staff or the headteacher where we hope to resolve them. Responding to concerns about Surrey County Council is available on the school website; www.ongar-place.surrey.sch.uk.

Overall Aim 1: To increase access to the curriculum for pupils with a disability

Current Good Practice	Further Actions	Responsibility	Success Criteria
SENCO reviews the needs of pupils new to the school, those on the SEN/D register and those causing concern.	Ensure that the SEN/D register is up to date and need is specified Arrange regular reporting to parents of SEN/D intervention: <ul style="list-style-type: none"> • Parents evening appointments offered • Report on specific targets included with annual report 	SENCO	Increased understanding of pupils needs and dialogue with parents
Inclusive quality teaching available to all pupils Adaptations and teaching interventions available to pupils requiring it as decided by the SENCo in discussion with class teachers and parents	Ensure staff CPD is up to date and new staff have relevant induction Keep up to date with successful interventions used in partner schools and nationally	Deputy Head/SENCO SENCO	Increased access to the curriculum and needs of all learners met within reasonable adaptations. Lesson observations and pupil progress meeting show that all pupils make progress within lessons Staff confidence and morale
Specialist equipment (PE resources, writing slopes, headphones, ear defenders, pencil grips etc.) available. Funding available for necessary items in SEN/D budget.	Needs to be assessed Funding to continue to be available and individual needs to be met.	SENCO School Business Manager	Pupils will develop independent learning skills Pupils will be able to take part in all curriculum activities
Any extra-curricular activities and off site activities to be reviewed by member of staff in charge to ensure they are appropriate for or adaptations can be made to include all pupils and comply with legislation.	Thorough risk assessment of all off site visits and extra-curricular activities. EVC to be up to date with changes in legislation and needs of pupils.	Headteacher	All providers of out of school education will comply with legislation to ensure the needs of all pupils are being met.
Statutory and in school assessment and tests to meet the needs of pupils through use of extra time, amanuensis, use of equipment in line with DfE guidance.	Assessment lead to be aware of changing government guidelines regarding statutory assessment. Teachers to plan testing and/or assessment to ensure accessibility for pupils.	Assessment Lead / Headteacher Class teachers	Barriers to learning and assessment are removed enabling pupils to show their full potential

Overall Aim 2: Improve and maintain access to the physical environment of the school

Current Good Practice	Further Actions	Responsibility	Success Criteria
Access to the school building and playground available in manual or motorised wheelchair including automated doors.	To review access to building and individual areas on a termly basis Improve accessibility signage around the site and make available an access plan for disabled visitors	Health and Safety Governor Headteacher	Disabled visitors, pupils and parents are aware of wheelchair access to areas of the school
Fire alarm light for those with hearing impairment	Ongoing maintenance and checking	SBM and Site Manager	Hearing impaired adults and pupils are aware of alarm.
Quiet areas available for pupils who require no distractions or time out from the classroom 'Den' area for pupils who need 'time out' and confidentiality 'The Nest' for those pupils who need to quiet when learning or additional resources 'The Sensory Room' for those pupils who need regulating 'The Sensory Garden' for quiet outdoor times	Annual review of site usage	Headteacher and SLT	All pupils who need access to an area out of class due to emotional needs have a designated space
Teaching assistants employed to support pupils in moving around the playground if necessary	Annual review (or review following admission of pupil) of staffing needs and the requirements of individuals	Headteacher and SBM	All pupils have access to the playground and the equipment as appropriate to their needs
Two toilets accessible to those with a physical disability	Ongoing maintenance and checking	SBM and Site Manager	

Overall Aim 3: Increase access to written and other information

Current Good Practice	Further Actions	Responsibility	Success Criteria
Information sent out through email, text, written form and phone calls	Ensure that office staff are aware of those parents who require additional resources and assistance.	Office Staff	Increased access to school information.
Staff available to contact parents, who are unable to attend school because of disability, by phone or send written information	Ensure that office staff are aware of those parents who require additional resources and assistance.	Head teacher	Parents are informed of pupils progress
Written information produced for pupils appropriate to their needs (enlarged, on coloured paper, divided into small amounts) Statutory tests requested in government defined format.	To continue to evaluate pupils needs pupils before statutory testing	Assessment Leader / Headteacher	Tests presented in a manner pupils can access Appropriate length of time given to pupils, in line with assessment guidelines.