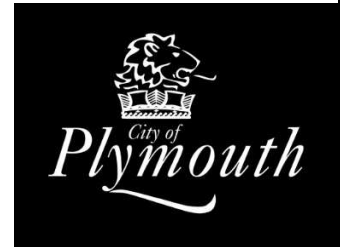




**SOUTHERNWAY  
FEDERATION**  
**OAKWOOD PRIMARY SCHOOL  
ACCESSIBILITY PLAN**



## **CHANGES**

Version 3

September 2008: Plan Implemented

October 2011: Plan reviewed

October 2015: Plan reviewed

Next review due October 2018

### **Contacts**

If you have any questions regarding this policy please contact the Schools HR Adviser.

## ACCESSIBILITY PLAN

### Oakwood

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from October 2015 – October 2018
2. We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Oakwood Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - Improve 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.
  - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
5. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
  - Curriculum Statement
  - Equal Opportunities and Diversity
  - Health & Safety (including off-site safety)
  - Inclusion
  - Special Needs
  - Behaviour Management
  - School Improvement Plan

- Asset Management Plan
  - Prospectus and Mission Statement
  - Staff CPD Records
7. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
  8. The Plan will be monitored through the Resources and Finance Committee of the Governors.
  9. The school will work in partnership with the Local Authority in developing and implementing this plan and will adopt in principle the "Plymouth City Council Education Accessibility Strategy".
  10. The Plan will be monitored by Ofsted as part of their inspection cycle.

**Oakwood Accessibility Action Plan September 2015**  
**Improving the Physical Access at Oakwood School**

Item reference No.	Item	Target for completion	Actionee
2.6	Investigate and action suitable speed limit signage and locations to identify maximum speed limit within the school car park of 15mph. <b>Completed December 2014, speed limit 5mph in car park.</b>	December 2014 ✓	Andrew Day
1.7, 4.6	Colour contrast to be added to the edges of external steps around site.	Completed Jan 2015	Andrew Day
8.6	The recommended amount of force to open a door is 30 newton's of force, due to weight. It was recommended in the report that a rolling programme needs to be implemented and documented. At present there is no requirement to replace doors, but as the need for replacement arises weight and ease of opening of doors will be taken into account.	Annual review. Due September 2016.	Andrew day
13.5	Install foldable coat hook in the entrance disabled toilet to a minimum of 1200mm off the finished floor level. There is no requirement at present due to demand or need. Should the situation change, requirement will be reviewed.	Annual review. Due September 2016.	Andrew Day.
1.2, 1.4	Recommended that the school contact PCC with regard to the poor condition of several roads within direct access around the schools approach. Governors have received a reply with regard to works due by PCC to improve pedestrian safety and the road layouts in Southway.	Reply received action with PCC – works awaited/in progress.	Plymouth City Council
6.5, 16.8A, 16.8B, 16.8C, 16.9, 14.4	Recommendations were made in the report to install hearing enhancement systems throughout the school. This has been investigated and would prove to be a costly addition. There are portable devices on site that are available if and when required. These have seen no regular use and there is no current requirement for such systems. This will be monitored and should a need for such a system become apparent then considerations will be put in place.	Annual review – July 2016	Steve Mann, Carol Lant, Andrew Day and Jackie Sparrow.

1.10, 6.8, 1.8, 14.3, 14.8, 14.1	<p>The report recommended that sundry furniture items (internally and externally) be provided with relevant arm rests to assist wheelchair users across site.</p> <p>There is currently no need for this and assistance from staff is available to accommodate any such needs.</p> <p>This situation will be monitored, reviewed and actioned accordingly to future needs and requirements.</p> <p>It is recommended that when furniture is replaced in the future that consideration is taken to meet the guidance within 'BS8300 Design of buildings and their approaches to meet the need of disabled people'. These requirements are also listed within the Direct Access action plan 2013.</p>	Annual review – July 2016	Steve Mann, Carol Lant, Andrew Day and Jackie Sparrow.
5.1, 5.13, 1.9	Monitor site entrance doors and investigate the need for a colour contrast to the doors.	Review to be briefed at next annual review – July 2016.	Andrew Day.
12.6, 13.9, 14.10	The taps and flushes installed throughout the WC's do not meet the requirements for all to use with ease. Future consideration should be taken when replacing these so that they are fitted with the correct type are fitted according to BS8300.	To be considered with future planned and reactive maintenance. Annual review - 2016	Andrew Day
1.6A	Light posts on sight should have contrast markings at two heights in accordance to BS8300. Review and implement solution.	Annual review - 2016	Andrew Day
6.4	Note: when there is a need to replace the carpet in the reception, consideration should be taken to have a section in front of the reception desk with a contrasting colour to that of the rest.	Annual review - 2016	Andrew Day
16.3	At the next planned electrical rewire for the site, light switches need to be lowered to within a range of 750mm and 1200mm.	Annual review - 2016	Andrew Day
6.7	<p>The school does not have a minicom facility. These facilities can be costly and there is no current known need for such a system.</p> <p>Current ways of communication are promoted by the schools website, emails, text facility and the school newsletter.</p> <p>Requirements should be monitored and a system implemented on a needs basis.</p>	Annual review - 2016	Andrew Day, Steve Mann, Carol Lant and Jackie Sparrow.

## Oakwood School Accessibility Plan 2015-2018

### Improving the Curriculum Access at Oakwood School

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Autumn 2015 – Summer 2016 or if need arises prior to this.	Increase in access to the National Curriculum
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available. When policies are reviewed, equality and accessibility to the curriculum is also reviewed.	Summer Term on-going	All policies have an equality or inclusion statement. Regular SEND inset.
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	As required	Increase in access to all school activities for <b><u>all</u></b> pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	As required	Increase in access to the National Curriculum for <b><u>all</u></b> pupils
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents  Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to access.	Summer 2016	Society will benefit by a more inclusive school and social environment

**Oakwood School Accessibility Plan 2015-2018**

**Improving the Delivery of Written Information at Oakwood School**

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>TIMEFRAME</b>	<b>ACHIEVEMENT</b>
Availability of written material in alternative formats	The school will use the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	As required	Delivery of information to disabled pupils or families improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it. Statement on website to inform parents to contact school if other formats required.	All school information available for all	As required	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Obtain advice on alternative formats and use of IT software to produce customized materials.	All school information available for all	As required	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	As required	School is more effective in meeting the needs of pupils.