Osidge
School

Accessibility
Plan 2020

Accessibility Plan

This accessibility Plan has been written as a requirement under the Disability Discrimination Act 1995 (DDA) that all schools should plan a strategy that allows their school to be inclusive of all pupils. This plan should be read in conjunction with the school's other policies and procedures.

Definition

A person is defined as having a disability 'if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities' (Disability Discrimination Act 1995)
The DDA 2005 has also extended the definition of disability as follows: People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long- term and substantial adverse effect on their activities. Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Aims of this plan

At Osidge Primary we are committed to:
- Ensuring we are an inclusive school
- Removing any factors which are barriers to including pupils any pupils with a disability
- Ensuring resources enable all pupils to access the curriculum
- Staff development so that they can effectively support the needs of all pupils
- Working with parents, the wider community and multi-disciplinary teams

DDA Audit

This DDA audit outlines all areas in the 3 planning duties:
- Increasing access for disabled pupils to the curriculum
- Improving access to the physical environment
- Improving the delivery of written information to disabled pupils

This informs our future plans and highlights budget priorities. It highlights 3 levels of priorities:
- Implement urgently to eliminate a severe barrier or hazard
- Implement as soon as possible to improve access
- Action when relevant area of building is updated

Summary of priorities and updates from review of our DDA Audit

Improvements to date – September 2020

Access to School	• Main entrance is accessible with wide opening doors • Parking available in car park for Blue Badge holders • Ramp to one front entrance into the school • One access to school entrance is step free • Dark edges in corridors to assist the visually impaired • Front and back steps have yellow edging to assist visually impaired • Fencing improvements to separate front playground from the carpark.
Disabled Toilet Facilities	• Disabled Toilet on the Ground Floor
ICT	• The school has portable laptops • The school has a number of Chrome books which enable portable access • The school has Wi-Fi to ensure all children can access the internet and files on the server • Children with specific disabilities have their access to a Chrome book
Education Visits	• All children, where reasonably possible are able to access educational visits through thorough risk assessments Children may not be able to take part in a visit for the following reasons:- • There are risks that the school feels cannot be managed offsite. These will be identified in the risk assessment • If the parent request that their child is not to take part in the visit after a meeting/agreement with the school To ensure, where reasonably possible, that all children take part in extended schools experience through school journeys, after school club and educational visits the school will • Invite parents/carers or a responsible member of the family to accompany the school visits
Access to Curriculum	• All children have appropriate time and equipment for accessing tasks • Additional adult support is in place to ensure equal access and provided specialist support • Staff planning ensures access for all level of need and ability
School Materials	• The school is able to make available enlarged print versions of school material • Relevant equipment is purchased to ensure accessibility
Identifying people with a disability working in and with the school	• Ensure risk assessment is completed containing evacuation support and any other reasonable adjustments required • School office records new entries to identify pupil needs

Next Steps for improvement

ICT	• Continue to invest in IT to ensure additional provision is available
Access to Curriculum	• Consider installing a sound field system to improve provision for hearing impaired children • Monitor SEN/D children's progress • When appropriate organise staff training to support removing barriers to learning and participation
Escape Routes from 1st floor	• Continuously review escape routes in light of children's needs • Ensure each class has identified children requiring additional support in accessing the stairs – put in place provision in the event of an emergency
Identifying people with a disability working in and with the school	• School office to compile a disability register