



# Accessibility Plan



## Document Control

<b>This document has been approved for operation at The Olive Tree Primary School</b>	
<b>Date of approval:</b>	14.11.23
<b>Date of next review:</b>	November 2026
<b>Review period:</b>	3 years
<b>Status:</b>	Approved
<b>Approval Committee:</b>	Standards & Inclusion
<b>Version:</b>	3



## Accessibility Plan

The Accessibility Improvement Plan sets out how the School will improve equality of opportunity for disabled people. This plan sets out the establishment's proposals to increase access to education for disabled pupils in the following three areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the establishment to the extent to which disabled students can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The preparation of the Accessibility Plan has been informed by analysis of data within the school and its premises. It is a requirement that the Accessibility Plan is resourced, implemented and reviewed and revised as necessary. This will occur annually.

Priority	Lead Responsible	Action	Resources	Target Date	Success Criteria
<b>Curriculum</b>					
Ensure early identification of pupils with disabilities, liaising with feeder nurseries and schools as necessary.	SENDCo	<p>Ensure all relevant information is obtained from the predecessor school and LA, nurseries and share this information with staff at the beginning of the academic year during INSET Day and update as required throughout the year.</p> <p>Agree CPOM transfers.</p> <p>Establish clear systems to facilitate the ongoing sharing of information.</p>	SEND Budget CPOMS	June 2024	<p>Pupils with disabilities have their individual needs identified and are given the support they need to fulfil their potential from the outset.</p> <p>Staff are aware of pupils' individual learning needs and are kept informed of any relevant developments so they can tailor their approaches accordingly.</p>

Priority	Lead Responsible	Action	Resources	Target Date	Success Criteria
Ensure a series of diagnostics are in place to identify any barriers to learning.	SENDCo	<p>Utilise School's Assessment, Recording and Reporting practises to regularly monitor the academic progress of pupils with disabilities and ensure they benefit from regular review meetings and support.</p> <p>Monitor pupils' physical learning environment and determine if they would benefit from the provision of any additional learning aids.</p> <p>Monitor pupils' behaviour in the classroom and their level of engagement in lessons and document any triggers/distractions that adversely affect their focus.</p>	SEND Budget	Termly from Sept 2023	Pupils have effective support mechanisms in place to overcome any barriers to learning. This is evidenced by their attitude to learning, their behaviour in the classroom, and their level of engagement during lessons and their feedback.
Ensure all pupils with disabilities have an individual support plan in place.	SENDCo	<p>Ensure staff use Individual Education Plans for children with SEN. Monitoring of the IEPs to occur at least termly. Guide staff where required.</p> <p>Work closely with parents and establish strong links with multi-agency partners (including the Local Authority) to determine</p>	SEND Budget	Termly from Sept 2023	Pupils with disabilities learn in ways that are most effective for them and demonstrate sustained progress across all subject areas.

		the learning and support needs of pupils with disabilities.			
Ensure staff receive training on how to create an enjoyable and rewarding learning culture that is fully accessible to pupils with disabilities.	SENDCo	Ensure staff are appropriately trained to support pupils with disabilities, and receive enhanced/bespoke training when dealing with complex additional needs.  Carry out the SEND audit to support SEND school profile.	SEND Budget	Termly from Sept 2023	Staff benefit from training and support and implement effective teaching and coping strategies for pupils with disabilities in all aspects of accessing the curriculum.

Priority	Lead Responsible	Action	Resources	Target Date	Success Criteria
Improve the personalised learning journey for pupils with disabilities.	SENDCo	Ensure lesson planning provides challenges for pupils with disabilities to achieve to the best of their capabilities in accordance with their individual learning needs.	SEND Budget	Termly from Sept 2023	Pupils with disabilities learn in ways that are most effective for them and demonstrate sustained progress across all subject areas.
Ensure the provision of auxiliary aids for pupils with disabilities.	SENDCo	To consider the inclusion of coloured overlays for dyslexic pupils, pen grips, adapted PE equipment, adapted keyboards and computer software.	SEND Budget	Termly from Sept 2023	Pupils with SEND have all of the equipment they need to fully access the curriculum.
Plan and invest in new technologies to better facilitate communication with, and learning for, pupils with disabilities.	SBM	Work with SENDCo and IT Lead to procure and install ICT equipment and software to support pupils with SEND.	SEND and IT Budget	Ongoing	Enhanced accessibility of the curriculum for pupils with disabilities.

<p>Ensure the sports and arts curriculum are accessible to pupils with disabilities.</p>	<p>SENDCo</p>	<p>Evaluate the proposed content of the sports and arts curriculum and consider its suitability for pupils with physical and mental disabilities. In scenarios where it is likely that disabled pupils would be unable to fully engage with the curriculum, consider how lessons could be adapted to facilitate their participation and safety.</p> <p>Purchase new equipment (high visibility balls etc.) to ensure inclusivity of provision.</p>	<p>SEND Budget</p>	<p>Termly from Sept 2023</p>	<p>Pupils are able to join in sports and arts activities with their peers.</p>
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Priority	Lead Responsible	Action	Resources	Target Date	Success Criteria
Ensure educational visits are fully accessible to pupils with disabilities.	SENDCo	Evaluate accessibility arrangements for school trips – transport to and from the venue, toileting facilities and ease of mobility around the venue - and take this into consideration before making any bookings.	SEND Budget	Ongoing	Pupils with disabilities are able to fully participate in school trips.
<b>Physical Environment</b>					
Review the provision for disabled pupils at the site.	SBM	Identify any issues and invest in building improvements to ensure continued accessibility.	Capital Projects Budget	Ongoing	School site is accessible to all pupils with disabilities.  Designated space allocated for nurture.  No loss of learning.
Ensure entrances, exits and paths are wide enough to accommodate wheelchair users and are clearly signposted.	SBM	Ensure all doors are wide enough to accommodate wheelchair users.  Ensure all routes from entrance doors to stairs, the hall, classrooms, the School Office and toilets are clearly defined and unobstructed.	Capital Projects Budget	Ongoing	Pupils with disabilities are able to easily navigate their way around the estate.



<p>Ensure corridors are easy to navigate.</p>	<p>SBM</p>	<p>Ensure corridors are wide enough to accommodate wheelchair users. Avoid using deep pile carpets as these can impede mobility for wheelchair users.</p> <p>Use different colour schemes to ensure there is an easily discernible contrast between doors and walls for the benefit of visually impaired pupils.</p>	<p>Capital Projects Budget</p>	<p>Ongoing</p>	<p>Pupils with disabilities can easily make their way through corridors and get from lesson to lesson.</p>
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Ensure there are disabled toilet facilities at the site.	SBM	Disabled toilets are available on each floor and easily accessible to disabled pupils – They include an accessible toilet, grab rails, an emergency alarm, additional floor space and widened door frames (opening outwards), as well as non-slip flooring.	Capital Projects Budget	Ongoing	<p>Pupils with disabilities have bespoke toilet facilities that they can use as and when required.</p> <p>Pupils are able to easily contact staff for support should they require it.</p>
Ensure the painting and décor gives appropriate consideration to pupils with disabilities.	SBM	Paint the walls in bright colours to ensure they are easier to see for visually impaired pupils.	Capital Projects Budget	Ongoing	<p>Pupils with disabilities are able to easily distinguish between walls, floors, classroom doors and signage around the school. Updated classroom entry signage.</p>
Ensure signage is accessible to pupils with disabilities.	SBM	<p>Ensure information is clear and unambiguous, positioned at a readable height and readily distinguishable through the use of strong contrast.</p> <p>Ensure standardised symbols (e.g. for toilets) are used where appropriate.</p>	Capital Projects Budget	Ongoing	<p>Pupils with disabilities are able to find their way around school and have no problem locating their lessons or facilities.</p>

Ensure furniture is appropriate for disabled pupils.	SBM	Ensure desks and canteen tables allow for wheelchair access.	Capital Projects Budget	Ongoing	No areas of the school are inaccessible to pupils with disabilities and they are able to fully participate in lessons.
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Priority	Lead Responsible	Action	Resources	Target Date	Success Criteria
Ensure all areas in and outside of school are well-lit, especially during winter months	SBM	Install lighting on all pathways to and from the school and ensure this is switched on well in advance of pupils' arrival and departure times. Ensure pathways are unobstructed.	Capital Projects Budget	Ongoing	<p>The number of slips, trips and falls on school grounds is negligible.</p> <p>Wheelchair users are able to negotiate pathways without any difficulty.</p>
Make reasonable adjustments to pupils' physical environment in accordance with their individual needs	SENDCo/SBM	Assess pupils' individual needs and determine if any further accommodations need to be made (e.g. providing a step to allow a pupil to reach a workstation if they suffer from a condition that impedes their growth)	SEND Budget	Termly from Sept 2023	The physical environment of pupils with disabilities is adjusted to ensure their comfort and safety.

<p>Ensure pupils with disabilities can be safely evacuated from the school building in the event of an emergency</p>	<p>SENDCo/SBM</p>	<p>Prepare a PEEP - a Personal Emergency Evacuation Plan, explaining the method of evacuation to be used by disabled pupils in each area of the school building. All pupils with disabilities should be made aware of evacuation points throughout the building and should be advised to head towards the nearest evacuation point in the event of an emergency. Pupils with disabilities will be assisted by a member of staff in the event of an emergency.</p> <p>Ensure staff receive appropriate training to support the evacuation of pupils with disabilities.</p> <p>Implement regular fire drills to test the effectiveness of the plan.</p>	<p>SEND Budget</p>	<p>Termly from Sept 2023</p>	<p>All pupils with disabilities are safely evacuated from the school building during test drills.</p>
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Priority	Lead Responsible	Action	Resources	Target Date	Success Criteria
<b>Information</b>					
Create a culture to secure whole school ownership for accessibility.	Principal	<p>Complete Accessibility Plan on an annual basis.</p> <p>Ensure all staff receive and understand how to implement the Accessibility Plan.</p> <p>Ensure SLT meetings consider accessibility on a regular basis.</p> <p>Ensure staff meetings allow for discussions on accessibility.</p> <p>Ensure Trustee meetings allow for discussions on accessibility.</p> <p>Ensure staff are trained to meet the needs of pupils with SEND.</p>	SEND Budget	Ongoing	All staff understand the need to make appropriate accommodations for pupils with disabilities and how to go about doing this in practice.
Ensure written resources are provided in accessible and user-friendly formats.	SENDCo	<p>Provide written materials in large font for pupils who are visually impaired (as directed by specialist services).</p> <p>Make written materials available via any assistive technology used by pupils.</p> <p>Provide documents in Braille as and when required.</p>	SEND Budget	Termly from Sept 2023	Pupils with visual difficulties receive the same access to information as their peers.

		<p>When writing on the white board or using a display screen, visually impaired pupils will be invited to sit at the front of the class and teachers will use different colour marker pens to suit pupils' preferences. Handouts of key information will also be provided in large font and appropriately coloured paper.</p>			
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Priority	Lead Responsible	Action	Resources	Target Date	Success Criteria
<p>Ensure pupils with hearing difficulties receive all key information when this is relayed orally.</p>	<p>SENDCo</p>	<p>Ensure required aids are used by staff in lessons, assemblies and events so that all information is received by pupils with hearing impairment (as directed by specialist services)</p> <p>Ensure staff consider seating in the classroom for students with hearing impairment.</p> <p>Teachers provide written resources to supplement their lessons.</p>		<p>Termly from Sept 2023</p>	<p>Pupils with hearing difficulties receive the same access to information as their peers.</p>