



Oldbury Wells

Oldbury Wells School Accessibility plan

June 2024

FREQUENCY OF REVIEW:	Annually
RATIFICATION DATE:	Summer Term 2024
RATIFIED BY:	OWS Local Governing Body
DATE OF NEXT REVIEW:	Summer Term 2025 <i>(unless there is a material change)</i>
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school is only partially accessible to people with mobility problems. It is a split site school with the East and West sides being separated by a road and a zebra crossing which connects the sites. Both sites have an upper and ground floor, and there are several levels on the ground floors that are connected via stairs/steps – this is a particular problem on the East side.

Access to most of the West Site is possible for wheelchair users; there is an access ramp and buzzer system which allows entrance to the foyer. Inside the building the lift allows access to the “well” of the hall. A meetings room, a disabled toilet and a lift in the foyer allow wheelchair access to the upper floor.

There is designated parking on the West side and improved signage.

Access to many areas of the school by users who have mobility problems remains a concern.

The buildings and site are listed by English Heritage and, as such, all alterations and changes need their approval. This adds both time and cost to any proposed changes.

The plan will be made available online on the school website and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Objectives	Actions To Be Taken	Person Responsible	Date To Complete Actions By	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a broad and balanced curriculum which is adapted in classrooms to ensure the needs of all learners are catered for. • We maintain up to date information on how to support those pupils with SEND through the SEND register. • We work with outside agencies to support students with disabilities such as hearing impairment to ensure that those students can fully access the curriculum. • Curriculum progress is tracked for all pupils, including those with a disability • The curriculum is reviewed annually to make sure it meets the needs of all pupils • At the KS3-4 transition, pupils with SEND are prioritized through the options process. 	<p>To maintain strong practice with pupils who have SEND.</p>	<p>Regular training and updates for All Staff on the SEND Register and how to best support our pupils who have a SEND Need.</p>	<p>SENCo Deputy Headteacher - QE</p>	<p>Termly Updates</p>	<p>School Performance Data and Stakeholder Voice demonstrates successful inclusion practice.</p>

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<p>Increase participation in enrichment/trips and visits by SEND pupils</p>	<p>At Oldbury Wells School we aim to ensure that pupils with SEND have equal opportunity to attend trips, visits or enrichment activities.</p> <ul style="list-style-type: none"> • Pupils with SEND have equal opportunity to access trips/visits and enrichment. • Staff organizing conduct full risk assessments of pupils with SEND or Medical Needs to ensure all reasonable adjustments are made. • Where required additional support is provided by the SEND team to enable pupils to take part in trips and visits. 	<p>To ensure that pupils with SEND are able to participate in school trips/visits and extracurricular activities.</p>	<p>Regular review of activities and trips that are calendared to ensure that they provide a balance range of opportunity for all pupils including those with SEND.</p>	<p>EVC Headteacher Deputy Headteacher - QE Assistant Head – Data & Reporting# SENCo</p>	<p>Annual Review</p>	<p>Pupils with SEND are proportionately represented in school enrichment activities.</p>

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<p>Improve and maintain access to the physical environment</p>	<p>As outlined above the Oldbury Wells Site remains challenging for those pupils with mobility issues. Where we have pupils with Physical disabilities, all reasonable steps will be taken to accommodate the pupils need.</p> <p>The Oldbury Wells environment is adapted to the needs of pupils as required and is reasonably achievable. This includes:</p> <ul style="list-style-type: none"> • Ramps to access key areas on the West and East Side. • Disabled parking bays • Disabled toilets and changing facilities on East and West Sides. 	<p>To provide safe access to as much of the Oldbury Wells Site as is reasonably possible for pupils with disabilities.</p>	<p>A review of site accessibility for all pupils with physical disabilities prior to starting and or at the point at which their condition or needs change.</p>	<p>SENCO School Business Manager Headteacher</p>	<p>As Required</p>	<p>The school is accessible to pupils with physical disabilities through reasonable adjustment to the physical environment or practice.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Oldbury Wells School uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops/Hearing Aid Transmitters • Pictorial or symbolic representations 	<p>To ensure that pupils with SEND can fully access information.</p>	<p>Ensure that pupils needs are catered for as outlined in their SEND IEPs.</p>	<p>SENCo All Staff</p>	<p>On-going</p>	<p>Pupils received information in accessible format and are not disadvantaged when compared to their peers.</p>

4. Monitoring Arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by Deputy Headteacher – Quality of Education and the SENCo.

It will be approved by the Headteacher and Local Governing Body.

5. Links with Other Policies

This accessibility plan is linked to the following policies and documents:

- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy.