



OVERSTONE COMBINED SCHOOL

ACCESSIBILITY PLAN

POLICY DOCUMENT

September 2021



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ACCESSIBILITY PLAN

Introduction

Overstone Combined School is committed to inclusive mainstream education and equal opportunities for all. Since September 2002 the Disability Discrimination Act laid a new duty on schools and LAs to plan to improve accessibility over time. In particular we must plan for:

- **Increasing access for pupils with additional needs to the curriculum.**
This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or visits.
- **Improving access to the physical environment of schools.**
This covers improvements to the physical environment of the school and physical aids to access education.
- **Improving the delivery of written information to pupils with additional needs.**
This will include planning to make written information that is normally provided by the school to its pupils available to pupils with additional needs. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' needs and pupils' and parents' preferred formats and be made available within a reasonable time frame.



INCREASING ACCESS TO THE CURRICULUM

Teachers and teaching assistants all receive training regarding how to teach and support pupils with additional needs. This is arranged by the SENCO. Regular updates are also arranged and individual training is arranged as necessary.

Lessons are planned and targeted at the whole class and are responsive to pupil diversity.

All pupils are encouraged to take part in all activities, including music, drama and physical activities.

Alternative ways to give access to experience and understanding from particular activities, e.g. PE are considered when necessary.

We regularly update our IT facilities and are responsive to pupil needs.

We have high expectations of all pupils and closely monitor progress of all pupils.

All staff seek to remove all barriers to learning and participation.

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

The school is very fortunate in terms of its physical layout. All academic, sporting and play areas are of an adequate size and layout to allow access for all pupils and are all on ground level. The school also has a disabled toilet on the ground floor in the KS1 block and a wheelchair lift to the main entrance.

All areas are well lit.

As areas are re-decorated, the following will be considered:

- Décor and signage will be chosen that is not confusing or disorientating for pupils with visual impairment (including colour blindness), autism or epilepsy.
- Whether the choice of materials could be used to reduce background noise.

When the emergency and evacuation systems are updated, alarms with visual and auditory components will be considered.

Signage and routes through the school will be reviewed yearly as part of the health and safety inspection by the LA. Changes will be made as necessary.



IMPROVING THE DELIVERY OF WRITTEN INFORMATION

We ensure that all pupils understand the tasks they are set. This may be through using symbols, breaking tasks down into smaller parts, now and next boards in addition to differentiating the level of reading difficulty within materials.

Our screens and printers allow us to present information in large print if necessary.

The SENCO will seek the assistance of the LA if other formats (eg Braille) are required.

MONITORING

The effectiveness of this policy will be assessed through Overstone Combined School's self-evaluation procedures.