

Overstone Combined School

An audit to identify barriers to access that exist in school.

Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	X	
Are your classrooms optimally organised for disabled pupils?		X
Do lessons provide opportunities for all pupils to achieve?	X	
Are lessons responsive to pupil diversity?	X	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	X	
Are all pupils encouraged to take part in music, drama and physical activities?	X	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	X	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	X	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	X	
Do you provide access to computer technology appropriate for students with disabilities?	X	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	X	
Are there high expectations of all pupils?	X	
Do staff seek to remove all barriers to learning and participation?	X	

Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?		X
Additional notes: <ul style="list-style-type: none"> Main entrance door is accessible but there are steps leading down to the office From the large side gates there are steps leading down to the Year 5/6 cloakroom in the new block. Portable ramps cannot be used to allow access to all of these areas. 		
Can pupils who use wheelchairs move around the school without		X

experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	X	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components? Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	X	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		X
Are areas to which pupils should have access well lit?	X	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	X	
Is furniture and equipment selected, adjusted and located appropriately?	X	

Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	X	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	X	
Do you have the facilities such as ICT to produce written information in different formats?	X	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	X	

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N. France

Overstone Combined School Accessibility Plan February 2015

Statutory responsibilities

The Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001, places a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility and strategies for their individual school.

Schools and LEAs are required to plan for:

- **Increasing access for disabled pupils to the school 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 school 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 disabled pupils.** This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Eg handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Position of School

The governors have always been committed to ensuring equality of access to the curriculum for all children at Overstone Combined School.

The audit highlighted the strengths in delivering the school curriculum for the children already at Overstone Combined School and the areas for improvement.

We believe Overstone has made significant strides to ensure that the school is designed to meet the needs of the current school population, however we recognise that there are still significant areas that would need to be developed to cater for children with visual or auditory impairments and in some areas of the school for children with physical impairments.

Access Plan

The plan initially focuses provision for children already in school enabling the school to provide for children with physical needs.

Targets	Strategies	Outcomes	Timeframe	Goals achieved
To improve facilities to enable access to the KS2	Consult with LA to identify areas for building	Having secured advice from the LA, materials are	August 2015	

block	development around the KS2 area	produced in other formats and building is adapted to cater for needs		
To improve access to the Admin block including the medical room	Consult with LA to discuss possible solutions	Chair lift installed to allow easy access to the Admin block	August 2015	

Monitoring

The accessibility plan will be reviewed regularly by the governors as part of the school development plan and revised if necessary over the three years.

N. France
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