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Osmani Primary School



Reach For The Stars

## **Accessibility Plan 2014-2017**



| Area: 1. <b>Strategic direction, monitoring and evaluation</b>  |                         |                     |  |   |
|---|-------------------------|---------------------|--|---|
| Actions   | Person responsible      | From/to             | Resources  | Success criteria  |
| 1. Discuss at Governors meeting agree review of school culture, policies and practices.   | HT and Co G             | September 2014-2017 | Termly meeting<br>20 hours admin support for collection of information | Policy reviewed cycle in place<br>All inclusion policy reviewed and updated and includes DDA general duty statements  |
| 2. Identify member of SLT to act as responsible person for day to day prevention of discrimination and ongoing advice to governors on discrimination issues | HT                      | 2014-2017           | Staff time   | Member of SMT identified<br>Termly report to governors through Headteacher's report to governors on discrimination issues and actions taken.<br>Governors protected from liability for acts of discrimination |
| 3. Amend school handbooks to contain statements on disability discrimination policy and procedures.   | HT<br>Inclusion manager | 2014-2017           | Staff time   | All policies to include reference to DDA general duty statements  |



|   |                         |           |            |   |
|---|-------------------------|-----------|------------|---|
|   |                         |           |            | Amendments ratified at Governing body meeting   |
| 4. Map and cost all provision available within the school (wave 1, 2 and 3 provision) for pupils with various disabilities.   | HT<br>Inclusion manager | 2014-2017 | Staff time | Clear spending plan for SEN provision<br>School complies with schedule 1 of 1999 Education act by making specified information available to LEA |
| 5. Ensure that there exists a range of curricular programmes and activities that support community cohesion and that pupils with additional needs are represented on the school council and in extra-curricular clubs | Inclusion manager       | 2014-2017 | Staff time | Recommendations discussed and implemented by all staff.<br>SEND children are able to access and are visible on school council and in clubs.     |



| <b>Area: 2. Improving access to the school curriculum for pupils with disabilities</b>  |                            |                |                  |  |
|---|----------------------------|----------------|------------------|--|
| <b>Actions</b>  | <b>Person responsible</b>  | <b>From/to</b> | <b>Resources</b> | <b>Success criteria</b>  |
| 1. Disability access issues to become a standing item on curriculum committee agenda  | C of Curriculum committee  | 2014-2017      | Meeting time     | Evidence based priorities and reasonable steps identified for main governing body – other committees to take action within strategic plans |
| 2. Review pupil assessment and tracking procedures to ensure small steps in pupil progress are identified and recognised across the curriculum. Ensure up to date assessment records feed into planning. Include a planning pro forma that makes reference to individual needs and targets. | DH/Assessment co-ordinator | 2014-2017      | Staff time       | Recommendations discussed and implemented by all staff   |
| 3. Plan for implementation and integration of the new curriculum guidelines for pupils with learning difficulties throughout the school within wave 1, 2 and 3 provision  | Inclusion manager<br>TLL   | 2014-2017      | Staff time       | Increased school capacity to ensure curriculum entitlement for children with learning difficulties   |
| 4. Review Teaching and learning policies to ensure diverse learning needs and styles are taken into account in all subject areas  | SMT<br>TLL                 | 2014-2017      | Staff time       | Quality of teaching throughout the school is consistently good or outstanding  |



| <b>Area: 3. Improving access to the physical environment of school for pupils with disabilities</b>   |                                   |                  |                         |  |
|---|-----------------------------------|------------------|-------------------------|--|
| <b>Actions</b>  | <b>Person responsible</b>         | <b>Timescale</b> | <b>Resources</b>        | <b>Success criteria</b>  |
| 1. Liaise with LEA to ensure co-ordinated development of access to school premises in the local area  | HT<br>Cof G                       | 2014-2017        | Staff and governor time | Evidence based priorities and reasonable steps identified for main governing body to take action on within strategic plans<br>Phased improvements in access to school premises for disabled pupils and the local community |
| 2. Research relationship between physical environment and pupil behaviour and plan/take reasonable steps to improve the school environment. | C of G<br>HT<br>Inclusion manager | 2014-2017        | Staff and governor time | Improved environment for the management of pupil behaviour<br>Improved pupil attitudes and behaviour   |
| 3. Improve accessibility to curriculum for disabled pupils via adaptations of the learning environment e.g hearing impairment               | HT                                | 2014-2017        |                         | Sound battens in classrooms and halls  |
| 4. Ensure up-to-date risk assessments inform planning and develop mobility sheets for daily use with key pupils.                            | Inclusion manager                 | 2014-2017        |                         | Recommendations discussed and implemented by all staff.<br>Mobility sheets for daily use are discussed and implemented by all staff  |



| <b>Area: 4. Improving the delivery of information to pupils with disabilities</b>                                       |                           |                |                  |  |
|---|---------------------------|----------------|------------------|--|
| <b>Actions</b>  | <b>Person responsible</b> | <b>From/to</b> | <b>Resources</b> | <b>Success criteria</b>  |
| 1. Find out what support is available via LEA for converting written information into alternative formats               | Inclusion Manager         | 2014-2017      | Staff time       | School able to plan to progressively make standard written information available in alternative and inclusive formats such as audio tapes etc. |
| 2. Identify priorities for review of all standard school documentation  | HT                        | 2014-2017      | Staff time       | Clear work plan  |
| 3. Review all standard school documentation via consultation with community disability organisation and/or LEA services | All relevant staff        | 2014-2017      | Staff time       | Delivery of information to disabled pupils improved  |