



Accessibility Plan

POLICY TYPE	STATUTORY
OWNER	RESOURCES
APPROVING COMMITTEE	RESOURCES
REVIEW EVERY	3 Years
APPROVED BY	
POSITION	
DATE	21 st April 2016

VISION STATEMENT

A school where:

- *The uniqueness of individuals is respected and valued.*
- *The staff provide a safe and nurturing environment which supports children to approach their learning with an enquiring mind, courage and perseverance.*
- *Children's continually evolving needs are identified and they are equipped with the skills and motivation to succeed.*
- *All achievements are recognised and children learn to value their own successes.*

All within the loving support of our Lord Jesus Christ

St Christopher's CE Primary School has a distinctive Christian ethos which is at the centre of school life. We provide an inclusive, supportive and caring environment, shaped by Christian values in which children can learn and flourish. We welcome applications from all members of the community without reference to ability or aptitude, and irrespective of whether they are of the Christian faith, another faith or no faith, but we expect parents to respect the Christian ethos of our school.

1. STATEMENT OF INTENT

1.1 St Christopher's CE Primary School, Langford:

- Aims to provide a stimulating learning environment that celebrates the skills, knowledge and experience of every child.
- Is committed to ensuring equality of education and opportunities to all; including disabled pupils, staff and visitors to the school.
- Supports every individual in developing to their full potential.
- Our admission policy does not discriminate against disabled pupils.

1.2 Whilst recognising the constraints within which St Christopher's operates - notably (i) its rural location and (ii) its 'historic' buildings – the school aims to ensure that every pupil enjoys full access to learning.

1.3 St Christopher's aims to:

- increase the extent to which disabled pupils can engage in the school **curriculum**
- improve the physical environment - to increase disabled pupils' **physical access** to education and extra-curricular activities
- improve the delivery of **information** to disabled pupils, using formats which give pupils better access to information

1.4 The achievement of all groups of children, including disabled pupils, will be monitored and we will use this data to raise standards and ensure teaching is inclusive. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

1.5 We recognise the importance of involving disabled people fully in the development of our Disability Equality Scheme. Although we did not have any staff or disabled pupils on role at the time of reviewing the policy, we have in the past involved disabled people in the following ways:

1.5.1 Children with additional needs have been registered on the SEND register and their medical needs are also held outlining the nature of their additional needs. Those children who attend the Nurture group have had their views recorded.

1.5.2 With regards to staff we have asked all staff to identify any barriers that affect them and how we can plan to overcome them. To date there have been no key issues identified. However, we will continue to identify additional needs through our recruitment process and monitor arrangements annually.

1.5.3 We regularly ask all parents/carers with additional needs (that we have been made aware of) to identify any barriers and how we could improve the way we meet their needs.

1.6 The implementation of this Accessibility Plan will continue to be at the heart of St Christopher's CE Primary School's work. The Plan will be reviewed by the Governing body and will inform all induction and training.

2. INTRODUCTION

The Equality Act, Schedule 10 requires the Academy to prepare an Accessibility Plan. This plan should cover:

- a) Increasing the extent to which pupils with a disability can participate in the curriculum within schools.
- b) Improving the physical environment of the school for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- c) Improving the delivery to pupils with a disability of information which is readily accessible to pupils who do not have a disability.

Disability Definition

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day'.

The St Christopher's, which is part of the Oxford Diocesan Schools Trust, is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to continually developing a culture of inclusion, support and awareness within the Academy Trust.

Equality Impact Assessments will be undertaken as and when policies are reviewed, including the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The policy on equality is to ensure that there is no discrimination against any group with the protected characteristics of age, disability, gender reassignment, marriage or civil partnership, pregnancy & maternity, race, religion or belief, gender or sexual orientation. With this in mind the school has put in place policies and procedures so that disabled people are not treated any less favorably in the service, education or support they receive than people without a disability. Meeting these requirements is fully consistent with the School's Equality Policy.

The school will ensure that all new building work meets the needs of users with a physical disability and will work towards making all of its accommodation accessible where it is practical to do so.

Training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act.

Access to this plan:

This plan will be made available upon request to any current parent/carer or prospective parent/carer who requests it. This plan will also be made available to any member of staff or applicant for a post at the school who requests it. It will also be placed on the School's website. This plan will be used by the Senior Leaders and will inform relevant aspects of the School's development plan.

This plan will be made available to Ofsted inspectors and other interested parties upon request.

3 Engagement in the School Curriculum

3.1 St Christopher's will make every effort to ensure that the school curriculum meets the diverse learning needs of its pupils by:

- setting appropriate learning challenges
- employing appropriate teaching and learning strategies
- encouraging every child to be involved in reviewing the way that they learn and in setting themselves targets
- monitoring learning and providing feedback

3.2 Teachers will meet regularly to ensure that any reasonable adjustments can be made to the classroom spaces to ensure we meet the needs of the current child group. This might also include modifying equipment, instructions (simplifying the language, use of gestures or through more specialist intervention such as visual timetable or hand over hand assistance), modifying assessment or curriculum demands or providing an interpreter.

3.3 Information will be presented in ways that are appropriate to individual needs. Relevant methods will be used (e.g. large print and audio formats, pastel paper for dyslexic pupils, symbol software) to encourage participation by all.

4. Achievement of pupils;

4.1 The school is committed to identifying individual treatment needs for children so as to enable them to make the best possible progress during their time at the school. This then serves to inform practice and we ensure that the necessary adaptations are made to the ways in which we work with each and every child and their family to ensure that those treatment needs are met. The school SENCo will be responsible to ensure adaptations are made when necessary to meet the additional needs of every child. The curriculum is reviewed and adapted to meet the diverse needs of all children, recognising their individual academic, physical and communication needs.

5. Break time, lunchtime, after school clubs / activities and trips out;

5.1 All children will be encouraged to take part in community life and given the appropriate level of support to ensure that they are able to take part in a range of activities. Trips outside of school are carefully planned and organised, with each child's individual risk assessment taken into consideration. If the risks identified outweigh the benefits of the trip out it may be deemed unsuitable for the child and alternative arrangements may need to be made to ensure they do not miss out on enriched learning opportunities. Children are supported to take part in after school clubs and all activities on site.

6. Eliminating harassment and bullying;

6.1 The school takes harassment and bullying very seriously. The detail of our work can be seen in the schools Behaviour and Anti Bullying Policy.

7 Physical Access

7.1 St Christopher's will take all steps it reasonably can to:

- ensure that its premises and resources are accessible for all (eg ramped access, adapted toilets, signage).
- make arrangements for alternative provision of service and information, where equal access is not within its power.

8 Training

8.1 St Christopher's recognises training and development as a key factor in the implementation of an effective Access Policy.

8.2 Provision will be made for staff, governors and others involved in the work of the school to attend access training, as part of the school's commitment to raising awareness, removing discrimination and improving service.

9. Monitoring and Review

9.1 The governing body of St Christopher's is responsible for the implementation of the Accessibility Plan. The governing body recognises that monitoring and review are essential if the school is to eliminate discrimination in its service and promote best practice.

9.2 St Christopher's will implement, maintain and update appropriate systems for the on-going monitoring of the effectiveness of this Accessibility Plan, with particular reference to:

- engagement in the school **curriculum** by disabled pupils
- **physical access** to education and extra-curricular activities
- the delivery of **information**

3.3 Annually, we will review and renew our action plan and report on the progress we make in promoting equality of opportunity for disabled people. Our annual report will include details of:

- information we have gathered during the year
- how this information was used
- action points completed during the year and those that are on-going

We will ensure that wherever possible disabled people are involved in this process.

School Accessibility Plan

At St Christopher's we define a disabled person as someone who has a "physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities".

Target	Action Needed	Responsible Person	Timescale	Available Resources	Measurable Impact	Arrangement
To question all disabled children, their families and staff in the school to contribute to the development of the Action Plan.	Letter to be devised and sent to parents. Once returned the results will be analysed. The letter to include differentiated language as required. Devise a child friendly rating for the children to record their views (target group -those attending the nurture group)	Headteacher SENCo Governing body	End of 2015-2016 academic year.	Staff Parents Children	Data gained to inform future targets of the Action plan	Annual questionnaire to be sent Child rating scale to be completed once per year with action plan updated and revised when new data gained.
Ensure the medical needs register is up to date (include all disabled children)	Use the returned data forms (questionnaire information) to ensure that all children with medical needs are on the register including those with asthma, epilepsy etc) Ensure that all members of staff are aware of children with medical needs and disabilities. Regular training for all staff regarding asthma awareness, first aid training and Paediatric Life support.	School Nurse SENCo Headteacher	End of September 2016.	Parents information School Nurse	All staff know the children who have additional medical needs especially asthma or epilepsy as recorded on the medical needs register. Teachers who have children with additional medical needs have an awareness of the signs and symptoms of the child's condition i.e. asthma, epilepsy and knows the child's specific Health Care Plan and/or Individual Educational Plan Teachers ensure the medication required is carried when the child is out of school for a trip or off site activity.	Medical needs register. Individual Health Care Plans are in place for all children with complex medical needs Regular training and named staff who are up to date with statutory first aid training Inhalers/epipen/other medication "named" and available at all times including PE or trips off site
To review and increase staff awareness of	Staff meeting to identify potential barriers to learning in classrooms/strategies used.	SENCo Headteacher	Ongoing	Head teacher	Reasonable adjustments are made to the classroom, whole school and/or teaching	Minutes from meeting to record and inform. The child's Individual

reasonable adjustments that can be made to classrooms for a disabled person.	Include advice from outside agencies who know the child i.e. Occupational therapy, speech therapy, advisory teachers Identify reasonable adjustments				practice to ensure the best possible outcome for the child. These would be recorded on the Individual Educational Plan (IEP) and/or Medical needs register depending on the nature of the adjustments. Evidence from outside agencies should be recorded fully or in summary to reflect the recommendations made and the reasonable adjustments put in place.	Pupil Profiles includes identified targets and advice received. Evidence shared through Headteachers report to Governors.
As policies are reviewed, ensure that all of the policies support the needs of all children including those with additional needs.		Head teacher Governing body		Existing Policies to be reviewed and amended to support this process. Use a policy review audit form to highlight implications of current policy on children with additional needs.	Policies clearly define their role in ensuring equality within all members of the school community, specifically where a disability is identified	Policy review in line with agreed timescales Staff and parents are informed about the changes and the implications