

Accessibility Statement and Plan

2023-2026

North Leigh CE Primary School



Valuing Everyone in our school, in our community, in our world.

Signed

Ben McPherson

Headteacher

Sophie Warner

Chair of Governors

Date

4 December 2023

Accessibility Statement and Plan 2023-2026

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At North Leigh CE Primary School the Plan will be monitored by the Headteacher and evaluated by the Finance and Resources Committee. The current Plan will be appended to this document.

At North Leigh CE Primary School, we are committed to working together to nurture and challenge all individuals to realise their potential and live full and meaningful lives. We believe that children should feel valued and celebrated so that they gain a respectful, caring attitude towards each other and make a positive difference as global neighbours.

Aims

Our Aims in creating this plan are:

- To increase access to the curriculum for pupils with a disability, medical condition or other access needs
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- To improve the delivery of information to pupils, staff, parents/carers and other members of the school community

1) The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, Oxfordshire Diocesan School’s Trust and consultations with pupils, parents, staff and Governors of the school. The document will be used to advise other school planning documents and policies and will be reviewed annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives and will similarly be published on the school website. The Accessibility Plan will be monitored through the Governor Finance and Resources Committee and the school will work in partnership with the Local Authority and ODS in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2) North Leigh CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3) The North Leigh CE Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The North Leigh CE Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe (If a school fails to do this they are in breach of their duties under the Equalities Act 2010);
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary; this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4) Whole school training will recognise the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010.

5) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Equalities Policy & Plan (Annual)
- Special Educational Needs Policy & Special Educational Needs Information Report (Annual)
- Supporting Children with Medical Conditions
- Health and Safety Policy

6) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

7) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all Governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Current Good Practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

We work in close and regular partnership with a wide range of external agencies (including Health, Communication and Interaction, Speech and Language, Hearing and Mental Health services) to ensure we receive the best advice, guidance and support in meeting the needs of children with disabilities.

Physical Environment

The only area of the school to which disabled pupils have limited access at the moment is the Trim Trail on the school field.

Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs. However, all reasonable adjustments are made to support as full an involvement as possible.

Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. However, all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

Access Audit

The school is housed in 4 separate one storey buildings. All entrances to the school are either flat or ramped and all have wide doors fitted.

Whilst we acknowledge that the size of the school site could potentially present challenges when moving between buildings, we make reasonable adjustments as the need arises.

The school has a dedicated parking by in the school car park for visitors with a disability. Visitors to the school use on-street parking, or the drop-off area to the rear of the school.

There are disabled toilet facilities available in 3 of our buildings. These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Personalised Emergency Evacuation Plans (PEEPs) are put in place as required.

Management, Coordination and Implementation and Review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced
- The Governors and Senior Leadership Team work closely with the Local Authority and ODST
- We work closely with parents to consider their children's needs
- The plan is reviewed annually and/or as children's needs change
- We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. The SEN Governor or Chair of Governors may be involved if the complaint is not resolved satisfactorily.

Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise effectively with pre-school settings and new parents/carers to prepare for the new intake of children into reception each year	To identify children who may need adapted or additional provision	May – July Annually	HT SENCo Pastoral Team EYFS Leader	Provision set in place and ready for when children start school
To liaise effectively with educational establishments and external agencies to prepare for the intake of new children who transfer within year	To identify children who may need adapted or additional provision	Ongoing – as need arises	HT SENCo Pastoral Team	Provision set in place and ready for when children start school
To review policies, initiatives and practice to ensure they reflect inclusive aims	To comply with Equality Act 2010	Ongoing	SLT Governors	Policies and practice in school reflect inclusive practice and procedures
To establish and maintain close liaison with parents	To ensure collaboration and information between school and families	Ongoing	SLT SENCo Pastoral Team Class Teachers	Clear collaborative working approaches through regular meetings, risk assessment, behaviour, SEN reviews and action planning
To establish and maintain close liaison with outside agencies for children with additional needs	To ensure collaboration between all key personnel	Ongoing	SLT SENCo Pastoral Team Outside Agencies	Clear collaborative working approaches through regular meetings, risk assessment, behaviour, SEN reviews and action planning
To provide specialist aids, equipment, ICT and approaches to promote access to the curriculum for children with disabilities or additional needs	SENCo and teaching staff seek advice in providing effective use of aid or approaches (e.g hearing aids, Clicker 7, speech translation programmes, visual timetables, targeted 1:1 support etc). SENCo and teaching staff regularly evaluate use of specialist equipment and targeted intervention to ensure effectiveness	Ongoing	SENCo Outside Agencies Class Teachers	Children have access to equipment and approaches appropriate to their needs
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures are clear and that staff are capable of carrying them out	Ongoing	SLT SENCo Extra Curricular Service Providers Educational Visits Settings	Evidence that appropriate consideration and reasonable adjustments have been made. Children with additional needs are not excluded from any activity

Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve the physical school environment	The school will take into account the needs of children with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as: Improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings. AND to specifically consider: - Ensuring that door handles are a different colour to the door and painting any that are not (as per our accessibility audit) - Developing a nurture space to improve inclusion for vulnerable pupils (Woodley building)	Ongoing July 2024 Commenced Sept 2023 to be completed by Easter 2024	HT Resources Governors ODST / LA SBM to liaise with contractor HT SENCo Support from TAs who work with SEN children	Evidence that appropriate considerations have been made where-ever physical school improvements are carried out Evidence that the nurture space has a positive impact on all children who use it and not just the SEN children
Ensure that reasonable adjustments are made for children with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual children as necessary Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including PEEPs are clear and that staff are capable of carrying them out	Ongoing	SLT SENCo Pastoral Team Teaching Staff	As full as possible inclusion for all children Safe evacuation in an emergency

Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for children, parents and visitors	School to explore local and OCC services for converting information into alternative formats and of translation services Create and offer information, where pertinent and possible, in alternative formats Access arrangements are considered and utilised for statutory testing	Ongoing	SLT SBM SENCo Pastoral Team	Evidence that appropriate considerations and reasonable adjustments have been made
Ensure that reasonable adjustments are made for parents/carers with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible Ensure school website is clear, simple and easy to use and complies with requirements	Ongoing	HT Governors Pastoral Team SBM Class Teachers	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents and carers can fully support children in their education