



Oxenhope Church of England Primary School

Accessibility Plan



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Our School Vision

We are a community where each person is valued by God. We nurture confidence, delight and discipline in seeking the skills needed to shape life well.

Life in all its fullness; John Chapter 10 v 10.

At Oxenhope our school values are:

<p>Love</p> 	<p>'Love your neighbour as yourself' Luke 10 v 27 Just like Jesus was 'moved with compassion' we want to instil the children of Oxenhope with selfless kindness towards others. The ultimate aim is to do good to other people, whoever they may be.</p>
<p>Service</p> 	<p>'Serve one another in love' Galatians 5 v14 At Oxenhope we actively seek opportunities to work together to help others in both our local and wider communities. As even Jesus washed the disciple's feet we can learn from his example and seek to do good where we can, both locally and globally.</p>
<p>Forgiveness</p> 	<p>'Forgive us our sins as we forgive those who have sinned against us.' Luke 11 v 4 These are the words we quote in our school prayer. As we appreciate how much we have been forgiven, we can forgive others.</p>
<p>Courage</p> 	<p>"Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go." Joshua 1 v 9 It is important that the children go from Oxenhope with a determined strength that they can bravely overcome whatever challenges they are faced with.</p>
<p>Endurance</p> 	<p>'Be joyful in hope, patient in affliction, faithful in prayer.' Romans 12 v 12 Jesus' followers are challenged to think of life like a race. However - NOT a short sprint but a marathon! The bible says that we are made stronger for the future every time we endure and refuse to give up. We teach our children to persevere and not give up hope.</p>
<p>Respect</p> 	<p>'So, in everything, do to others what you would have them do to you.' Matthew 7 v 12 At Oxenhope we teach children how to value others, whoever they may be, and celebrate what makes us different and unique.</p>



Oxenhope C.E Primary School: Accessibility Plan

Introduction

The school recognises its duty not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.

- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Over half of the school building is well over 100 years old but has been modernised to ensure wheelchairs can access the building in a number of different places. The Infant playground has a gentle slope.

This plan outlines how we aim to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

This plan is reviewed every year to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

School leaders will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – school leaders will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – school leaders will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – school leaders will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, school leaders will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Drawing up an Action Plan

The 3 areas considered in this action plan are:

a) Improving Education & related activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Improving the Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Improving the Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

	Aims	Strategies	Outcomes	Goals Achieved
<u>Short Term</u>	Ensure parents/carers with visual disability have equal opportunity to access information from school.	All school documents to be made available in larger print on request.	Format of documentation altered appropriately.	
	Ensure the curriculum can be accessed by all children	Check timetables and resources are not a barrier to any individual or group's access to the curriculum.	All children access all aspects of the curriculum.	The school reacts to the needs of both adults and children so that the curriculum is accessible.
	Ensure staff members understand about accessibility of the curriculum and have the skills to support pupils with SEND	Audit of the curriculum. Training provided to staff members, including differentiating the curriculum	Management and teaching staff are aware of any accessibility gaps in the curriculum. Staff members have the skills to support pupils with SEND	
	Any redecorating work within the school is sympathetic to the visually impaired and the learning environment is accessible to pupils with visual impairments	Advice taken re-lighting and colour schemes before any decorating takes place.	The school decorates in a way that is sympathetic to the VI	The school modernisations take this in to account
	Ensure that any major modernisation to the school building takes into account accessibility of physically disabled children and adults.	Work with and architects when planning modernizations.	Where it can be reasonably achieved, the school building is accessible for all.	The modernised building does not present a barrier to any disabled person.
	Ensure staff members know how to make written information accessible	Schools seeks advice from external advisors	School is aware of local services for converting written information into alternative formats when required or requested.	
<u>Medium Term</u>	Availability of written materials in alternative formats.	School makes itself aware of services available through LEA or BDAT for converting written materials into alternative formats.	When needed, the school provides written materials in alternative formats.	

	Ensure school visits take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Planning of school trips takes into account pupils with SEND	
<u>Long Term</u>	Any future plans for further development of the building take issues in to account.	Work with BDAT and architects when planning modernization.	<p>Where it can be reasonably achieved, the school building continues to be accessible for all.</p> <p>A known issue is that the staff room may not be accessible for anyone with ambulatory disability. Reasonable adjustments may be necessary to address this issue according to the needs of any future employees.</p>	