



Oxenhope Church of England Primary School

Accessibility Plan









| Created by: | Date: | Last reviewed | Next Review Date: |
|-------------|--------------|---------------|-------------------|
| A M Jones | January 2018 | January 2020 | December 2021 |

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:

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|---|---|
| <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.

Drawing up an Action Plan

The 3 areas to be 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. |
| | Any redecorating work within the school is sympathetic to the visually impaired | 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. |
| <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. | |
| <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 modernizations. | Where it can be reasonably achieved, the school building continues to be accessible for all. | |