



# Oxenhope Church of England Primary School

## Accessibility Plan



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## School Vision

We provide the rich soil allowing children to flourish and develop deep roots. We nurture **growth**, enabling children to thrive as our Christian values blossom in their lives. We cultivate a sense of pride in our rural **community** where children are **loved** and valued.

*May our children flourish in their youth like well-nurtured plants. Psalm 144 v 12.*

Throughout our curriculum and school life, along with our school vision, these three golden strands permeate through everything we do.

## Community

Jesus often spoke of unity in our communities and encouraging one another on our journey. He spoke of bearing each other's burdens in love and helping those in need.

'Live in harmony with one another.' Romans 12 v 16



## Love

It says in the Bible that God is Love and encompasses all that is loving and good. Jesus showed the ultimate unconditional love when he laid down his life for us on the cross. Therefore, this love should lead to a desire to love other people.

'Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.' Ephesians 5 v 2



## Growth

Just like a plant, we must endure the difficult times along with the good; but God has sent us his Holy Spirit to help and strengthen us so we can bear fruit and grow in the likeness of Christ.

'Grown in the grace and knowledge of our Lord and Saviour Jesus Christ.' 2 Peter 3 v 18





## Oxenhope C.E Primary School: Accessibility Plan

### Introduction

The school recognises its duty not to discriminate against any pupil in their admissions and exclusions, and provision of education and associated services and to ensure that the school is accessible to all. This duty includes a requirement:

- not to treat disabled pupils or any other pupil less favourably than others
- to take reasonable steps to avoid putting any pupil, including any pupils with a disability, 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 or anyone with mobility difficulties 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 all pupils, including those with any disability, 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 all pupils, including those with disabilities, can participate in the curriculum.
- Improve the physical environment of the school to enable all pupils, including those with disabilities, to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to all pupils, including those with disabilities.

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

The governing board also recognises its responsibilities towards all employees, including those with disabilities and will:

- Monitor recruitment procedures to ensure that all individuals, including those with disabilities, are provided with equal opportunities.
- Provide appropriate support and provision for all employees, including those with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable all 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 all pupils, including those 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 all pupils, including those with disabilities, can access information on an equal basis with their peers.

When conducting the audit, school leaders will consider all kinds of abilities, 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 all pupils' needs and/or 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 all pupils and visitors, including those 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.

	<b>Aims</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Goals Achieved</b>
<b><u>Short Term</u></b>	Ensure all parents/carers, including those 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 all pupils, including those 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 all pupils, including those 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 into account
	Ensure that any major modernisation to the school building takes into account accessibility of all adults and children, including physically disabled children and adults.	Work with and architects when planning modernisations.	Where it can be reasonably achieved, the school building is accessible for all.	The modernised building does not present a barrier to anyone, including anyone with a disability.
	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.	
<b><u>Medium Term</u></b>	Availability of written materials in alternative formats.	School makes itself aware of services available through LEA or BDAT for converting	When needed, the school provides written materials in alternative formats.	

		written materials into alternative formats.		
	Ensure school visits take into account the needs of all pupils, including those with SEND	Needs of all pupils, including those with SEND are incorporated into the planning process	Planning of school trips takes into account the needs of all pupils, including those with SEND	
<b><u>Long Term</u></b>	Any future plans for further development of the building take issues in to account.	Work with BDAT and architects when planning modernization.	Where it can be reasonably achieved, the school building continues to be accessible for all.  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.	