



ACCESSIBILITY POLICY AND PLAN, 2019-22

Reference NORTHBOURNE.SP.001

Approval date:
Review date: September 2022

Northbourne CE (A) Primary School
Cockcroft Road,
Didcot
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<p>The Oxford Diocesan School Trust</p>	<p>Northbourne CE (A) Primary School</p>
	
<p style="text-align: center;">Accessibility Policy and Plan, 2019-22</p>	

<p>Policy Reference:</p>	<p>NORTHBOURNE.SP.001</p>
<p>Description:</p>	<p>This document outlines Northbourne CE (A) Primary School’s policy and plan on improving accessibility for pupils and other stakeholders.</p>
<p>Status:</p>	<p>Statutory Policy</p>
<p>Policy Audience:</p>	<p>Governing body and staff</p>
<p>School Contact:</p>	<p>Headteacher</p>
<p>Other related School policies and procedures:</p>	<p>Statutory and non-statutory policies</p>
<p>Governor Committee:</p>	<p>Local Governing Body</p>
<p>Approved by Governing Body:</p>	
<p>Latest Date for Next Review:</p>	<p>September 2022</p>
<p>Version:</p>	<p>V.01</p>
<p>Trust Policy Level:</p>	<p>Policy Level 3 – ODST Statutory Policy Guidance (ALL Schools require a policy on this topic/area).</p>

In reviewing this policy, the Governing Board has had regard to the Equality Act 2010 and carried out an equality impact assessment. It is satisfied that no group with a protected characteristic will be unfairly disadvantaged by this policy.

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As a school, we acknowledge and welcome our duties under the Equality Act 2010. These general duties are to:

- Eliminate discrimination
- Advance equality of opportunities
- Foster good relations between all groups of pupils and parents within the school, and between the school and the wider community.

We understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

This plan, which should be read in conjunction with the school's Equality Policy and Plan, sets out the proposals of the Governing Body of the school to address the second of these duties, ensuring equality of opportunities for pupils with disabilities. It does so by outlining how we will go about:

- Maximising the extent to which pupils with disabilities can participate in the school curriculum;
- Improving the environment of the school to ensure pupils with disabilities can take full advantage of education and associated services;
- Ensuring pupils with disabilities have access to information which is provided in writing for pupils who are not disabled.

The Accessibility Plan will be resourced, implemented, reviewed and revised as necessary. Progress against actions within the plan relating to the physical environment of the school (the second of the bullet points above) will be monitored by the Resources Committee of the school's Governing Body¹. Outcomes for pupils with disabilities (the first of the bullet points) will be monitored by the Governing Body's Teaching and Learning Committee². The SEN Governor will collate an annual review of this plan, based on monitoring by both of these committees, and will discuss accessibility during meetings with the SENCo on an ongoing basis. Any issues or slippage will be included in the SEN report to the Governing Body.

1. Statement of Intent

At Northbourne CE (A) Primary School we strive to **nurture excellence**, by providing an inspiring curriculum and environment that:

- Ignites a love of learning and educates all children to excel as individuals;
- Promotes responsible and compassionate global and local citizenship;
- Develops and nurtures self-aware, resilient and healthy children.

Our 4 values – love, community, perseverance and integrity – underpin this mission.

Our mission statement of nurturing excellence summarises our belief that children will achieve their best when they feel safe and well cared for. We acknowledge that, at times, some pupils will require more support than others if they are to achieve excellence, and we strive to always meet the needs of all children. A significant number of pupils will have some form of special educational need at some point during their time in school; at Northbourne, we aim to implement effective strategies to meet these needs in a supportive environment, to minimise barriers to learning and promote full and meaningful access to the National Curriculum.

2. Our school

¹ The section of this Accessibility Plan for physical accessibility relates to the built environment of the school. It may not be feasible or possible to undertake all of the works during the life of this Accessibility Plan and therefore some actions may roll into subsequent 3 year plans. Ongoing Accessibility Audits, overseen by the Governing Body, will inform further ongoing planning and be incorporated into subsequent Accessibility Plans.

² This will be done through ongoing analysis of the attainment and progress made by learners with disabilities and learners with disabilities and / or additional needs, through, for example, data analysis, feedback on lesson monitoring, findings from book scrutinies, scrutiny of planning, and evaluation of Records of Educational Provision.

Northbourne CE (A) Primary School has around 340 pupils on roll. Currently, 17% of our pupils have some form of Special Educational Need (SEN) (stable over time) and 12% of our pupils come from ethnic groups other than White British. A smaller proportion of pupils are eligible for Free School Meals than that nationally (9%), and this is declining over time. The deprivation indicator for the school's pupil base is in Q2 (IDSR 2019). Rates of exclusion are typically low, representing the emphasis placed on promoting good behaviour and the excellent relationships between adults and children.

The school's latest Ofsted report (June 2015) said "The school's motto of nurturing excellence is at the heart of its work...the school's ethos is one of meeting the needs of every child. Discrimination in any form is not tolerated". Our latest SIAMS report (February 2017) praised "the exceptionally strong and vibrant Christian ethos firmly based on Christian values has created a community in which each member is loved and cared for as a unique child of God, resulting in pupils developing confidence in their own abilities" as a strength of Northbourne.

Ensuring all of our pupils and their families can play a full role in the life of the school underpins our work; as such, all school policies are written bearing in mind the needs of pupils, parents and carers with disabilities (*see, for example, SEN Policy, Anti-bullying Policy, Safeguarding and Child Protection Policy, Supporting Pupils with Medical Needs, Behaviour Policy, Teaching and Learning Policy and Charging and Remissions Policy*).

3. Current good practice

As outlined in section 1, the aims of this plan fall into 3 categories:

- Maximising the extent to which pupils with disabilities can participate in the school curriculum (**the curriculum**);
- Improving the environment of the school to ensure pupils with disabilities can take full advantage of education and associated services (**the environment**);
- Ensuring pupils with disabilities have access to information which is provided in writing for pupils who are not disabled (**information**).

Analysis of monitoring of outcomes and discussion with staff, parents and pupils identifies a number of current strengths in each of these areas.

3a. Curriculum

- Staff work hard to ensure all pupils can participate fully and meaningfully in the National Curriculum, regardless of additional needs, difficulties or disabilities. This may be by, for example, administering medicines to pupils to ensure they can remain in school, adapting activities to ensure they meet the needs of all learners, or by developing personalised curricula which help address pupils' individual needs.
- Staff knowledge of issues related to SEN and disability is audited regularly, including following admission of pupils with additional difficulties which might be outside the current experiences of staff. This ensures in-house CPD can be delivered, either by our SENCo or other member of staff with expertise in a particular area, or by other professionals; in the past, these have included our Educational Psychologist, Speech and Language Therapist, and our Communication and Interaction Advisory Teacher, for example.
- Any more specialised needs of individuals are always responded to as and when the need arises, including through close liaison with staff from the agencies listed above.
- Our SENCo oversees referrals to outside agencies and monitors that actions suggested by professionals are incorporated into classroom practice to ensure all pupils can access the curriculum meaningfully and play a full part in the life of the school.
- Pupils with Special Educational Needs and / or disabilities participate in extra-curricular activities, such as after-school clubs. Some out-of-class activities present specific challenges for pupils and staff – for example, lunch and break times for pupils with Autistic Spectrum Disorder (ASD) or other communication and interaction difficulties, and school trips for pupils with medical needs. These are managed on a case-by-case basis, with inclusion always the key aim.

- Specific examples of adaptations which have been made in the past, or are currently being made, to support individual pupils include:
 - Easy to understand classroom labels and signs, using visual images, pictures and symbols where appropriate
 - Careful seating plans to help, for example, pupils with hearing difficulties
 - Carefully planned off-site visits for pupils with SEND
 - Use of visual strategies – such as visual timetables – to provide a range of cues for pupils who find these beneficial (for example, pupils with Autistic Spectrum Disorder)
 - Use of simple, precise language when giving instructions, with extra processing time provided where necessary / beneficial
 - Close liaison between home and school through an open door policy to parents. Email communication is used by staff where parents find this beneficial; parents are always welcome to discuss any issues with staff at an early stage
 - Multi-sensory approaches towards all curriculum subjects; for example, gestures, illustrations and symbols used to support the spoken word; regular hands-on activities during lessons
 - Use of a range of strategies to engage and enthuse all pupils; for example, little teacher talk, whiteboard work, group or paired discussion.

3b. Environment

Despite the age of the school building, there are few remaining areas which are not accessible for disabled pupils. Where building work, redevelopment or refurbishment takes place, accessibility is always a key concern. Priorities included in previous Accessibility Plans, and which have been addressed through these, include:

- Signage around the building has been replaced
- Upgrade of the fire alarm system to ensure it is of an adequate volume for people with hearing difficulties and linked to all parts of the building
- An upgrade to emergency lighting throughout school
- Consideration of colour and tonal contrasts when redecorating the school building
- Ensuring edges of steps are marked, and that these are remarked regularly
- Replacement of main entrance door, other entrances to the building, and several internal doors, to ensure these of sufficient width and provide adequate lines of sight for people using wheelchairs
- Development of an outside quiet area, beneficial particularly for pupils with communication and interaction difficulties during break- and lunchtimes.

3c. Information

At Northbourne CE School, close communication between the SENCo, teaching staff and TAs, together with a high level of ongoing training, ensures that needs of individual pupils are rapidly identified and acted upon. Written information for pupils with disabilities can therefore be adapted as necessary to meet the individual needs of pupils. For example, material can be provided in a range of formats (for example, enlarged print) for pupils with visual impairment, and written work is often presented on different coloured paper (shown to increase reading ease for pupils with Specific Literacy Difficulties). Depending on the needs of a pupil, information can be provided in Braille (with help from support services), in simplified language, in audio or electronic form. iPads are used effectively to provide information orally when this is beneficial, and pupils have access to a range of resources to help with curriculum access (talk boxes, for example).

The SENCo retains an understanding of the relevant support services that can provide assistance with improving delivery of information to pupils with a disability, and shares this with staff as required.

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Accessibility Plan, 2019-2022: Action Plan

Aim	Current good practice	Objectives	Actions, including person and date	Success Criteria
<p>Curriculum</p> <p>Increase access to the curriculum for pupils with SEND</p>	<p><i>We tailor our curriculum to meet the needs of our pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require additional support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of pupils with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>Curriculum is reviewed to ensure it is appropriate for pupils with additional needs.</i></p>	<p>Pupils with additional needs will continue to make good progress from their starting points.</p> <p>Pupils have appropriate resources to enable them to access the full curriculum offer.</p>	<p>SENCo to monitor inclusion of all children in lessons (RW, ongoing).</p> <p>Ensure staff are signposted to external training opportunities relevant to the needs of their pupils (RW, ongoing).</p> <p>SENCO and senior leaders to remain aware of the support services available (RW, PS, LH, JA, ongoing).</p> <p>SENCo, Nursery teachers and EY Lead to use school admissions to plan appropriate support to meet the needs of new pupils (RW, JW, AF, ST, each April / May)</p>	<p>Staff have knowledge, understanding and expertise in meeting the needs of pupils with SEND. As a result, pupils are able to access the curriculum and make good progress.</p>
<p>Physical environment</p> <p>Improve and maintain access to the physical environment of the school.</p>	<p><i>We ensure that any refurbishment or upgrade projects consider issues around accessibility.</i></p> <p><i>Decisions around redecoration include consideration of the need for tonal contrasts.</i></p> <p><i>We ensure that any replacement doors have viewing panels at an appropriate height and are an appropriate width wherever possible.</i></p>	<p>Children and adults with additional needs are able to access all areas of the school because the physical environment enables this.</p> <p>Individual Health Care Plans are written with parents of identified children as soon as they are admitted to school, and these are reviewed on an annual basis.</p>	<p>Ensure disabled parking bay is clearly marked and kept clear to be used for this purpose (RS, by end school year 2019-20).</p> <p>Ensure steps inside and outside building are remarked as required, and this is monitored through Health and Safety walks.</p> <p>Ensure that, when any doors are replaced, consideration is given to</p>	<p>Children and staff have full access to all facilities in school.</p>

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	<p><i>We have one staff disabled toilet which can be used by parents as needed.</i></p> <p><i>Ensure that steps are marked and that this is maintained.</i></p> <p><i>We ensure that pupils have personal medical plans in place where these are needed, establishing these on induction and ensuring staff are trained appropriately.</i></p>		<p>widening any frames as necessary (Resources Cttee).</p> <p>When completing any work on internal courtyard, consider how to ensure this is easily accessible by wheelchair (Resources Cttee).</p> <p>Ensure paperwork for new starters is checked to determine whether there is a need for any Individual Health Care Plans to be put in place (RS, ongoing).</p> <p>Streamline processes and procedures so any new or emerging medical requirements that pupils may have are identified and addressed (RS, ongoing).</p>	
<p>Information</p> <p>Information is provided in different forms to support access to this of people with a disability.</p>	<p><i>We use a range of communication methods to ensure information is accessible.</i></p>	<p>Children and adults can access all aspects of the school's work.</p>	<p>Specific learning needs identified and met through the SEN / EHCP planning process (class teachers and RW, ongoing).</p> <p>Ensure recommendations of resources by external professionals around accessibility are actioned (RW).</p> <p>Ensure sign language is used to support specific learners (RW).</p>	<p>Information is provided in an appropriate format that allows individual pupils and parents to access school fully.</p>