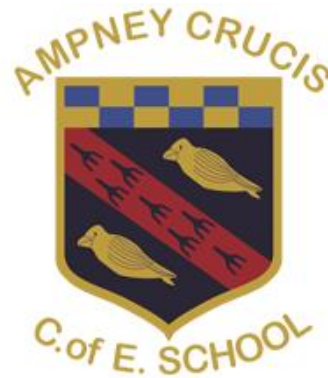


Ampney Crucis C of E Primary School



Accessibility Policy

Together we live, learn and flourish

Approved by:
The Governing Body

Date: October 2023

Next review due by:

Date: October 2024

Our Vision Statement: Together, we live, learn and flourish.

We are a Church of England School that provides pupils with an awareness of the global dimension and a respect for other cultures.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We aim to strive to do this as a school and a community, which means we include all and ensure that everyone has opportunities to flourish and be the best they can be.

Our Vision and Mission

Ampney Crucis C of E Primary School recognises its foundation within the Church of England and aims to serve all its community with a vision that is deeply Christian. We, like the Church of England, have at our heart a belief that children are loved by God and believe they are individually unique.

Our Mission

Ampney Crucis C of E Primary School is an inclusive and aspirational community where we strive to provide an education of the highest quality, which enables our children to reach their potential physically, academically, socially, morally and spiritually.

We are a school family where everyone supports each other and works as a team. We want to welcome all and walk alongside those who need it most, looking outward, recognising when one part of our community suffers, we all suffer yet when one flourishes, we all flourish.

God himself has put the body together in such a way as to give greater honour to those parts that need it.

²⁵ And so there is no division in the body, but all its different parts have the same concern for one another.

²⁶ If one part of the body suffers, all the other parts suffer with it; if one part is praised, all the other parts share its happiness.

(Good News Version) 1 Cor 12:24-26

Our Duty under the Equality Act 2010

- To promote equality of opportunity for disabled people; pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties

Our Equality Objectives

Ampney Crucis Church of England Primary School makes all members of our community feel welcomed and valued. Our vision and values promote inclusion, equality and tackle discrimination. We have high expectations for all our children, irrespective of race, religion, gender or disability. Our equality objectives are guided by our core values.

- To increase understanding of religious/faith diversity (including people who do not have a faith) and to develop an awareness of the history of religious intolerance in Britain and Europe and to learn to promote tolerance and understanding.
- To address pupil mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in childhood but have a greater impact in adult life.
- To promote cultural development and understanding through a rich range of experience, both in and beyond the school.

The Purpose of the plan

- Increasing the extent to which disabled pupils can participate in our curriculum

- Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.
- All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Administering Medication Policy.

Accessibility Plan

- The school's Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors to the school within a given timeframe.
- It is included as part of this policy.

How will the Plan work?

It is a requirement that the schools' Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached showing the priorities identified for action along with how they will be addressed within a given timeframe. Success criteria will be set so progress and outcomes can be measured. This plan will be reviewed and updated every three years.

The plan will be made available online on the school website.

Monitoring the implementation of the plan is the responsibility of the Health and Safety Governor and they will report to the FGB.

The Accessibility Plan will be structured to complement and support the school's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be date. If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

An access audit will be undertaken by the governing board and SENCO annually.

Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of pupils with a ECHP, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

Class Teachers and the SENCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>TAs are timetables to best meet pupil needs rather than class based.</p>	Regular progress meetings to track progress and review provision and impact.	Termly review of timetable, interventions and impact.	Head teacher	Termly	Data demonstrates all pupils making progress. Data demonstrates that there are no significant gaps between pupils with additional needs and those without.
Improve and maintain access to	All staff to be vigilant about H & S- itemised agenda item for every	Termly H & S walk by Resources Committee.	Governor annual schedule to include H & S walks.	Chair of Resources – delegation to	Twice yearly	All areas accessible for all pupils and visiting professionals.

the physical environment	<p>staff meeting. Any concerns reported.</p> <p>Regular Maintenance.</p>			other Governors if appropriate.		
Improve the delivery of information to pupils with a disability	Adapted texts and scaffolded learning together with work matched to ability plus challenges enables all children to access learning. When children require it, their own text will be provided rather than accessing materials on the board.	<p>Strategies discussed with the SENDCo for any children on SEND concern.</p> <p>All classes have access to ipads, laptops and chrome books.</p>	Termly monitoring schedule to gather information about what is working well and what the barriers are to progress and learning.	Head teacher Class teachers	Termly	Evidence of individual learning and progress.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One storey building			
Corridor access				
Lifts	N/A			
Parking bays	Available right by the front door.	NONE		
Entrances	We now have a new entrance with disability rails and a double entrance with sloping pathway in.			
Ramps	N/A			
Toilets	We only have 1 staff toilet with door opening it might be difficult to access.	Look at this as part of any building work.		
Reception area				

Internal signage	Fire guidance in place			
Emergency escape routes	All routes have emergency lighting			