

Church House Oxford, Langford Locks, Kidlington, OX5 1GF

Accessibility Policy

September 2018

Tackley Church of England Primary School



Mission Statement

Life is an adventure, embrace it

Life is a challenge, meet it

Life is an opportunity, capture it

In the context of Christian belief and practice, we aim to:

- Provide an inclusive, supportive and caring environment, shaped by Christian values in which children can learn and flourish.

Oxford Diocesan Schools Trust Accessibility Statement

The Equality Act, Schedule 10 requires all schools to have an Accessibility Plan. This plan should cover:

- a) Increasing the extent to which pupils with a disability can participate in the curriculum within ODST's schools.
- b) Improving the physical environment of the schools in ODST for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and benefits, facilities or services provided or offered by the academy, and
- c) Improving the delivery to pupils with a disability of information which is readily accessible to pupils who do not have a disability.

Responsibility of Schools

In ODST schools, the creation of an Accessibility Plan is delegated by the Board of Trustees to the Local Governing Body of each member school to ensure that local needs are reflected.

The Accessibility Plan must be reviewed every three years and must be approved by the Local Governing Body (although the composition of the plan may be delegated to a committee, an individual governor or the Headteacher).

Schools should provide adequate resources for implementing their Accessibility Plan and for ensuring regular review. Ensuring effective accessibility though is a collective responsibility and the plan should be shared with all stakeholders to enable them to support this process.

Format

A school's Accessibility Plan may be a freestanding document but can also be published as part of another document. A checklist and example format are included below but schools should wherever possible keep their document concise whilst focussing on the principles of accessibility.

ODST Statement of Intent

ODST is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to continually developing a culture of inclusion, support and awareness within the Trust.

Equality Impact Assessments will be undertaken as and when policies are reviewed. The terms of reference for all Trustees' committees will include the need to consider Equality and Diversity issues as required by the

Equality Act 2010.

ODST's policy on equality aims to ensure that there is no discrimination against any group with a protected characteristic of age, disability, gender reassignment, marriage or civil partnership, pregnancy & maternity, race, religion or belief, gender or sexual orientation. ODST's intention is that any person with a disability, whether a pupil or employee, people with disabled people are not treated any less favorably in the service, education or support they receive than people without a disability. Meeting these requirements is fully consistent with the Academy Trust's Equality Policy.

At a macro level ODST will ensure that all new building work meets the needs of users with a physical disability and will work towards making all of its accommodation accessible where it is practical to do so.

Vision Statement

The Equality Act, Schedule 10 requires all schools to have an Accessibility Plan.

The purpose of Tackley CE Primary School's Accessibility Plan is to meet the requirements of the Equality Act and to support:

- a) Increasing the extent to which pupils with a disability can participate in the curriculum;
- b) Improving the physical environment of the school for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and benefits, facilities and services;
- c) Improving the delivery to pupils with a disability of information which is readily accessible to pupils who do not have a disability.

Tackley CE Primary School recognize that a person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities.

Tackley CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to continually developing a culture of inclusion, support and awareness within our school. Training and guidance will be provided to all members of staff to ensure that they can participate in delivering the plan.

This plan will be monitored regularly by the Local Governing Body and will be reviewed every three years to continue to ensure that it is appropriate to the needs of our school.

It will be shared with all employees, and in the wider school, to ensure transparency and to foster the view that delivering accessibility is the responsibility of the school community and not just the Local Governing Body and Headteacher.

Focus	Success Criteria	Responsibility	Timescales	Resources required	Monitoring
<p>Curriculum: to improve access to the curriculum and wider resources through up to date and efficient computing equipment</p>	<ul style="list-style-type: none"> - Purchase 12 Google Chromebooks and 9 Ipads so that all pupils can access information and 123 ICT Schemes of Work and associated learning independently - Technology continues to support other learning resources, so that school can responsibly build on their developing computing skills - Increase opportunities for children to be ready for life beyond primary school - Staff receive CPD in order to effectively utilize the resources and ensure access to a broad and balanced curriculum 	<p>LMu and HS</p>	<p>September 2018 with further training throughout the academic year</p> <p>Ongoing CPD training to support the needs of staff and the Computing curriculum</p>	<p>IT hardware budget £5,000 and £1,500 contribution from the PTA</p>	<p>Resources committee</p> <p>Computing subject leader</p>
<p>Curriculum: To identify all pupils who may need additional or different provision</p>	<ul style="list-style-type: none"> - Staff meeting time allocated termly to review children's progress and barriers to learning. - Use SEN assessment descriptors to discuss additional needs with parents if necessary, alongside SENCo - Ensure all new staff are fully inducted into the SEN Code of Practice, protocols for our school and supporting children with Additional Educational Needs 	<p>LMu</p>	<p>Ongoing</p>	<p>Staff meeting time x 3 a year</p>	<p>Teaching and Learning Committee</p> <p>SEN Governor</p>
<p>Curriculum: To promote positive attitudes to</p>	<ul style="list-style-type: none"> - Through new PSHE scheme of work regular teaching opportunities to explore differences between 	<p>PSHE Lead and LMu</p>	<p>Introduction of new PSHE curriculum September 2018</p>	<p>PSHE Lead to attend curriculum conference</p>	<p>Teaching and Learning Committee</p>

differences, including physical and mental difficulties	<ul style="list-style-type: none"> people including focusing on: gender, beliefs and disabilities - Staff to attend PSHE training over next 2 years to include role in classroom practice 		Training provided by ODST over 2018/2019 academic year		
<p>Curriculum and physical environment: To ensure that the school is accessible to all</p>	<ul style="list-style-type: none"> - Curricular and extra-curricular opportunities are available for pupils with disability and or additional needs - Through use of Sports Premium Planning (see website) ensure all SEN children take part in at least one Intra school competition - School will identify further developments to address outstanding issues where these constitute reasonable adjustments 	LMu and Sports Lead	Ongoing Annually	Additional staffing time to support children to attend clubs where necessary One to one time if needed with chn to ensure prepared for events	Resources committee
<p>Curriculum: To develop and broaden the role of children’s voice within curriculum work –focus on pupil voice of children with SEND</p>	<ul style="list-style-type: none"> - To develop role of Sports Leader to work alongside peers to promote healthy lifestyles and inclusion for all - To ensure children with SEND and additional needs are represented on School Council/House Captaincy or Sports Leaders across the school - Pupil Progress meetings to focus on progress and book monitoring of children with SEND – review conversations and learning meetings with Headteacher 	LMu and Sports Lead Middle Leaders	Annually January 2019 Throughout the year	½ day for TA leading sports to work with children as Sports Leaders and train them termly ½ day training for TA leading Sports Leads funded from Sports Premium	Sports Premium evaluative report at end of year

<p>Physical environment: create a three year rolling programme to maintain and decorate the school building</p>	<ul style="list-style-type: none"> - To improve the working environment for children and staff 	<p>LMu and Office Manager</p>	<p>Plan made September 2018</p>	<p>Budget allocations made to include costs for these</p>	
<p>Physical environment: To ensure that pupils with medical and disability needs are fully supported and additional needs are met</p>	<ul style="list-style-type: none"> - All children with medical needs have an Individual Healthcare Plan written detailing their needs - Regular updates on epilepsy, asthma and allergies are received from the School Health Nurse where appropriate - To provide training for staff where necessary - To review supporting pupils with medical conditions policy - Through risk assessment and reasonable adjustment ensure children have all opportunities to attend school trips and visits 	<p>LMu and teachers</p>	<p>Individual Healthcare Plans are updated annually and when any conditions alter or need review in school</p> <p>Ongoing as needed</p>	<p>None</p>	<p>Resources committee</p>