



Shenington Church of England Primary School

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Excellence through Endeavour

"Let your Light Shine" – Matthew 5:6

POLICY DOCUMENT

Accessibility Plan 2024-27

This Accessibility Plan has been drawn up by the governors of the school. It covers the period from September 2024 to September 2027.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This plan will integrate with the school vision statement and ethos which is available upon request from the school office.

Shenington Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

1. Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
2. Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

3. Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available on request in various preferred formats within a reasonable time frame.

Attached is an Action Plan, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Access to Education for Pupils with medical needs
- Admissions Policy
- Promoting Positive Behaviour Policy
- Educational visits Policy
- Single Equalities Scheme
- Health & Safety Policy
- Home/School agreement
- Special Educational Needs/ Inclusion Policy
- School Improvement Plan
- School Mission Statement
- Staff Professional Development/Performance Management Cycle
- The Curriculum Policy

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

As curriculum policies are reviewed, a section relating to inclusion and access will be added. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The curriculum policy will make reference to the Accessibility Plan.

The School's complaints procedure covers the Accessibility Plan.

The Plan will be monitored through the Standards and Health and Safety Committees of the Governors.

The school will work in partnership with the local education authority (and Diocesan Authority, where appropriate) in developing and implementing this plan and will adopt in principle the “Oxfordshire Accessibility Strategy, Access to Learning”.

The Plan will be monitored by Ofsted as part of their inspection cycle.

Shenington C of E VA Primary School: Accessibility Plan 2020-23

A. Gathering Information					
Target	Actions	2024-27	2024-27	2024-27	Responsibility
To implement and maintain a monitoring system to support pupils with a disability.	Maintain a register of children with a disability. Monitor patterns of attendance. Monitor participation in off-site activities and residential visits. Record pupil achievements.				Head teacher Teachers Educational Visits Coordinator
To ensure the needs and aspirations of groups of users are met and understood.	Carry out parent, pupil, stakeholder questionnaires/discussions to seek the views of those with disabilities. Develop a section in the Admissions Form to seek information re: disabilities. Ensure hirers are aware of provision for disabled.				Head teacher/Governors

B. Increasing the extent to which disabled pupils have access to the school curriculum					
Target	Actions	2024-27	2024-27	2024-27	Responsibility
To ensure the school develops children's awareness of disability.	Review RSE curriculum to ensure disability awareness is taught effectively. Provide opportunities for children to meet with people with a variety of disabilities. Review provision in other areas of the curriculum eg. P.E. Purchase books and other resources that promote positive images of disability Invite disabled speakers/visitor to school assemblies, events.				RSE Lead. Subject Leaders. Head teacher Teachers
To ensure all pupils have full access to trips and extracurricular activities.	Risk assessment prior to trips. Plan trips and activities with parents to ensure access. Provide support for pupils to ensure they can access out of hours activities.				HT/Teachers

C. Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services					
Target	Actions	2024-27	2024-27	2024-27	Responsibility
To provide appropriate access to all users.	Seek information on the needs of users and pupils Improve access to toilets for wheelchair users and those with mobility issues. Provide aids for those who are visually impaired – eg. mark edge of steps. Ensure continue with designated disabled parking area. Ensure a bell outside the main entrance at waist height. Ensure reasonable adjustments are made to exits and entrances.				HT/Govs Govs/LA Caretaker
To ensure that disabled adults are considered equally with others for posts in the school.	To welcome all applicants for teaching and TA posts. To encourage all members of the community to consider becoming a Governor.				Govs/ HT
To improve signage.	Put up clear signs in the entrance and other areas. Ensure that all disabled pupils understand fire notices.				Head teacher All staff

D. Making written information accessible to pupils in a range of different ways.					
Target	Actions	2024-27	2024-27	2024-27	Responsibility
On request to review information to parents/carers to ensure it is accessible	Ask parents/carers about access needs when a child is admitted to the school. Ask parents/carers and children about access to information in review meetings				HT/Teachers
To increase support for parents of children with a disability	Ensure that the school prospectus explicitly welcomes children with SEND Encourage parents of children with a disability to support their children's education				Govs/HT Everyone
To help children become more aware of their own learning styles and access needs.	Give children opportunities to experience different learning styles Encourage children to define their preferred learning styles				Teachers



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Reviewed by:

SENDCo

SEND Governor

Heather Wright

Kate Wythe

Policy adopted: September 2023

Policy review date: September 2027

..... Date/...../.....
Sarah Reynolds, Head teacher

..... Date/...../.....
Kate Wythe, Chair of Governors

