

Accessibility Policy

Plan and Audit



Together we learn to love and shine

'Your word is a lamp for my feet a light on my path.'
Psalm 119:105

OUR MISSION: What we do

We promote an inclusive and happy environment that nurtures potential, develops wisdom, builds integrity and inspires a love of life and learning.

OUR ETHOS: What we stand for

Recognising its historic foundation, St Oswald's C of E Aided Primary and Nursery School works closely with the Diocese of Durham and St Oswald's Church to provide a stimulating and high-quality education within a caring Christian environment.

We appreciate the uniqueness of every child, whatever their background and individual need, and encourage each child to discover their gifts, their sense of community and their relationship with God. Our values are embedded in everyday school life and daily worship brings the whole school together for times of reflection, exploration and celebration. We enable our children to feel valued, make excellent progress within the curriculum and build a strong foundation for their lives by developing their spirituality, self-belief and sense of citizenship.



Compassion



Courage



Thankfulness

Headteacher: Mrs A. Hassall
Chair of Governors: Dr M Clarke

Date Approved: October 2022

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Accessibility plan

St Oswald's C of E Aided Primary and Nursery School

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1. Starting Point

Schools are required under the Equality Act 2010 to have an accessibility plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St Oswald's C of E Primary and Nursery School the Plan will be monitored by the Headteacher and Deputy Headteacher and evaluated by the Finance and Premises committee. The current Plan will be attached to this document.

We aim to enable each child to develop their full and individual potential in a caring Christian environment that bonds the home, school and community together.

1. The St Oswald's C of E Aided Primary and Nursery School Accessibility Plan has been developed and drawn up based upon current information about pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.
3. St Oswald's C of E Aided Primary and Nursery School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4. The St Oswald's C of E Aided Primary and Nursery School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:
 - 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 as prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - Improve and maintain 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 within a reasonable timeframe;
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
5. The St Oswald's C of E Aided Primary and Nursery School Accessibility Plan relates to the key aspects of physical environment, curriculum, medical need and information.
6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Behaviour Policy
 - Curriculum Intent
 - Health & Safety Policy
 - School Improvement Plan
 - Special Educational Needs and Disability Policy
8. The Accessibility Plan for physical accessibility relates to the access of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.
9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
10. The Accessibility Plan will be published on the school website.
11. The Accessibility Plan will be monitored through the schools leadership team and the Governing Body.
12. Where necessary the school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
13. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

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.

The purpose of the plan is to:

- Increase the extent to which pupils with a disability access the curriculum

- Improve the physical environment of the school to enable pupils with a disability to take full advantage of education, benefits, facilities and services provided
- Improve the availability and delivery of written information and the accessibility of information to pupils

3.1 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.

The headteacher, class teachers and the special Educational Need Coordinator (SENDCO) will work together to ensure that the pupil's Education Health and Care (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. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.

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.

3.2 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 conduct accessibility audits 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.

3.3 Information

Different forms of communication are made available to enable all pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats and advice is taken from other services were necessary to ensure we meet the individual needs of our pupils. .

4. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the LA SEND team if further adaptations to the building are required.

5. Action plan September 2022-2025

This plan outlines how St Oswald's C of E Aided Primary and Nursery School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Equality 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.

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
To continue to ensure access to the curriculum for pupils with a disability	Our curriculum challenges all pupils at the level appropriate for them. We tailor the curriculum specifically to support the individual needs of all pupils but particularly for those who need support to access the curriculum. Curriculum resources include iPads, visual timetables, reading pens, enlarged texts, designated individual learning space etc.	<ol style="list-style-type: none"> 1. Identify appropriate training for children with autism and sensory processing.(Short Term) 2. To develop our approach to spelling to ensure the whole school dyslexia friendly approach is shared by all. 3. Ensure appropriate training for SMART targets to best support children with disabilities to access the curriculum. 4. To continue to ensure that SEND children are fully supported to access curriculum (through SNED support plans and EHC plan 	<p>Review procedure for transition from last year. Support Plans in place and reviewed and EHCP applied for if necessary.</p> <p>To review recent audit of staff training, to identify any further gaps and to ensure all staff are aware of the changes to the Keeping Children Safe in Education Document and on the LA priority of Neglect. To ensure all new staff are also up to date.</p>	<p>SENDCo Teaching staff HT</p> <p>HT</p>	<p>September 2022 and ongoing</p> <p>September 2022 and ongoing</p>	<p>Successful transition of pupils' information. Support plans in place and reviewed.</p> <p>Training records and sheet signed to acknowledge documentation read and training provided.</p>

		applications where necessary) and to support their transfer to Secondary School (<i>short/medium-ongoing</i>).				
Improve existing environment.	<p>The physical environment is constantly monitored and adapted as and when required to meet the needs of our pupils.</p> <p>Previous adaptations include:</p> <ul style="list-style-type: none"> • Ramps • Disabled toilets • Lift 	<ol style="list-style-type: none"> 1) The continue to develop the identified sensory space within school to support pupils with specific needs and those who need social and emotional support (<i>Short</i>). 2) To implement the agreed changes to displays – appropriate backing paper which is not overly stimulating etc. 	<p>including research into resourcing to support children with mental health concerns and to identify new resources.</p> <p>To review resources currently available including research into resourcing to support children with mental health concerns</p> <p>To identify new resources.</p>	HT	May 2023 Ongoing	Increased variety of resources within the sensory space inc. lights
To continue to ensure the delivery of information to pupils with a disability is appropriate and supports them to achieve the best possible outcomes.	<p>Our school uses a range of communication methods to ensure information is accessible. This includes (some only available on request):</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Information shared on the website • Communication books 	<ol style="list-style-type: none"> 1) To ensure all staff and parents are aware of services available for requesting information in alternative formats and any adjustments that may be needed when they visit school. 2) To investigate other devices and equipment which may support 	<p>Information to be made clear on how to access other forms on the school website and staff to know what to do if a particular format is requested and not held by the school.</p> <p>HT/SENDco to continue to explore available resources to support children.</p>	HT	Annual reminder	<p>Written information available in alternative formats on request. Stakeholders to be aware of how to request the alternative formats.</p> <p>Teaching tools are adapted by staff within school to match the needs of pupils.</p>

		children access the curriculum				
To ensure children with disabilities feel 'visible' within the literature available within school.	Our school endeavors to ensure that high quality texts are available with positive portrayals of disabled people or ideally with main characters within a story are available for children.	1) To continue to identify high quality text, visual prompts around school, posters etc. which represent disabled people are available within school.	To identify texts appropriate for inclusion within the school/class libraries. To actively seek out inclusive posters and visual prompts. If they are not available school to consider creating their own.	HT	October 2022 and ongoing.	

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two, with access to the first floor via a lift.	N/A	N/A	
Corridor access	The school is over 175 years old and has been modified several times. Corridors are narrow in places but all stakeholders are clearly aware of this and there is no scope to widen corridors further, without major structural works.	N/A	N/A	
Entrances	<ul style="list-style-type: none"> The main entrance door used by families to gain access to the school is automatic and is accessed via a ramp. The entrance from the nursery into the outside area is accessed via a ramp. Exit to the playground: all external doors are accessed via steps, however the lift can be used to gain access to the playground. If this was identified as an issue for a particular individual we would consult with the LA and other stakeholder to generate a plan. Entrance to the yard via Church Street is flat. Entrance via the lane has a ramp. 			

Toilets	<ul style="list-style-type: none"> • A disabled toilet is located on the ground floor • Adult toilets: 1 on the ground floor and 1 on the first floor • Children's toilets: Main toilets are on the ground floor; two toilets upstairs; three toilets in nursery. 			
Reception area	<p>Space is limited within the reception area and the window to communicate with office staff is quite high up. However there is enough space for wheelchair within the reception area and the office staff can come into the reception area to communicate with the wheelchair user which we believe to be a reasonable arrangement. Modifying the height of the window sill would require substantial funding which is not available at present,</p>	Review window sill height if funding becomes available		
Emergency escape routes	Are known by all staff and identified on the fire escape plan.			
Outdoor Space	The school has a small footprint. The yard outside has recently been resurfaced (April 2019) and the fences moved to increase the useable space.			