



Offwell C of E Primary School

Our Core Values: **Honesty, Loyalty, Caring, Sharing and Forgiveness**

Our vision: **Be well; Learn well; Live well; Offwell!**

Offwell C of E Primary School Accessibility Plan

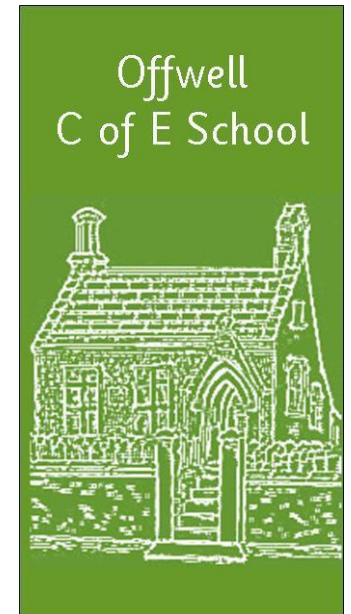
Review Date: 17th November 2022

Reviewed by: Governing Board

Next Review Date: 16th November 2025

Signed by Chair: Janet Dimond

Date: 17.11.2022



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Offwell Primary Accessibility Vision Statement: We are committed to adhering to the principles of the Equality Act 2010. Through our values, actions, communication and curriculum, we aim for a culture of inclusion, support and awareness within the school for all, including the Protected Characteristics of: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation, as set out in the Equality Act 2010.

All schools need an Accessibility Plan, to ensure that we are meeting the needs of all members of our school community. 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”. This plan, therefore, will seek to address possible barriers linked to any of the protected characteristics.

At Offwell Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can flourish and that enables full curriculum access to all pupils. We aim to value and include all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Our vision: **Be Well, Learn Well, Live Well** means we put in place **a secure, nurturing environment, where all children feel safe and cared for**; we commit to **providing learning experiences that enable all children to achieve to their potential** and **we seek to provide our pupils with the cultural capital that inspires a respectful, caring attitude towards each other and the environment**, so they become courageous advocates for equality, as global citizens with a shared humanity.

The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority. It is shared with pupils, parents, staff and governors of the school and their comments and suggestions will form part of any review. It is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and as approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Offwell Primary School the Plan will be monitored by the Headteacher and evaluated by the Teaching and Learning Committee. The current Plan will be appended to this document. The Accessibility Plan is structured to complement and support the school’s Equality Statement and Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. The Accessibility Plan may be monitored by Ofsted during inspection

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processes in relation to Schedule 10 of the Equality Act 2010. This document and its aims will be used to inform other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Offwell Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable. We understand disability within a social context: making reasonable adjustments can mitigate barriers and effectively enable individuals who would otherwise be considered to be disabled by their environment. **According to the Equality Act 2010 a person has a disability if: 'He or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'**

We aim to:

- Increase access to the curriculum for pupils with a disability, medical condition or other access needs.
- Improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community.
- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes 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 (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary, including improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to 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.

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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. Training will be annual, as part of the January INSET.

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

Health & Safety Policy

Special Educational Needs Policy

Supporting Children with Medical Conditions and Administration of Medicines Policy

Outdoor Education and Visits Policy

The Accessibility Plan for physical accessibility relates to the Access Audit, which remains the responsibility of the governing body (see Appendix 1 and 2) 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 ongoing period.

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.**

Current good practice

We gather information about any disability, health condition or other relevant information in relation to Equality, in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

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Physical Environment

There are areas of the school to which disabled pupils have limited or no access at the moment. The accessible building is the main building, which is accessible via the double gates and through either door, or along the back entrance, with a ramp.

All disabled pupils will be enabled to participate in extra-curricular activities, in full consultation with the pupil, their family and medical or other professionals e.g: Occupational Therapy.

Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible. For example, we would reallocate classrooms to ensure fl access where possible, or purchase additional resources to enable access e.g: visual aids that make the whiteboard screen accessible if visual disability is an issue.

Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is available in a range of different formats available for disabled pupils, parents and staff as needed.

Complaints

Offwell Primary School, wherever possible, works in partnership with parents and carers to ensure collaborative approaches to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. The SEND governor or Chair of Governors may be involved if the complaint is not resolved satisfactorily, via our usual complaints procedure.

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The Action Plan

Action Plan Aim 1: To increase the extent to which disabled pupils and pupils with medical condition or other access needs can participate in the school curriculum. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Target	Strategies	Timescale	Responsibilities	Success Criteria
To provide reasonable adjustments/provision for pupils with disability, medical condition or other access needs in EYFS	To liaise with pre-school settings for new intake – enhanced transition as necessary To identify pupils who may need adapted additional provision To seek support from multi-agencies i.e. inclusion; Babcock/DCC services/)-25 Team	May – July During academic year prior to starting	EYFS teacher SENCO	Provision and planning in place for child to start school
To provide reasonable adjustments/provision for inwardly mobile pupils with a disability, medical condition or other access needs	To liaise with previous school and parents for inwardly mobile pupils, To identify pupils who may need adapted additional provision To seek support from multi-agencies i.e. inclusion; Babcock/DCC services/0-25 Team	Ongoing	SLT Class teacher	Provision and planning in place for child to start school

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All policies reflect inclusive practice and procedure	Policies comply with Equalities Act 2010	Ongoing	SLT Governors	All policies make clear reference to inclusion and equality
To establish positive working relationships with families	To ensure effective information sharing between home and school Use of regular review meetings to review provision and action plan	Ongoing	SLT Class teachers	Successful working is clear to then benefit of children and families
To be advised on and provide necessary adjustments to successfully meet need	Advice sought from multi agencies Collaboration with key advisory personnel Effective implementation of recommendations	On going	SLT SENCO	Reasonable adjustments and access arrangements are made so individuals thrive
To fully include pupils with a disability, medical condition or other access needs in all aspects of the curriculum and learning	Pupils will be supported by in-school planning and necessary adjustments to promote equity My Plans EHCPs Individual Health Plans Individual Risk Assessments	On going	SLT SENCO Class teacher	Pupils are included and have access to the full curriculum

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Aim2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Target	Strategies	Timescale	Responsibilities	Success Criteria
Improve the physical school environment to take account of and plan for pupil, parents and staff with physical disabilities and sensory impairments	Accessible toilet - consider student hoist in accessible toilet.	Summer 2022	HT Gov	Accessible gate in place
		September 2022	HT Gov	
	Check on setting aside a disabled parking space by school.	October 2022	HT Governor	Resources are available for child with specific movement difficulties
	Install a ramp for rear entrance area.	November 2022	HT Gov	Appropriate parking is available to aid access to site

Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Target	Strategies	Timescale	Responsibilities	Success Criteria
To enable all parents and carers to access information	Offer alternative formats Consider access arrangements where necessary	On going	JD	Evidence that appropriate consideration is made along with reasonable

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				adjustments
Identify needs of parents and carers with a disability, medical condition or other access needs	Proactive measures are taken to identify need Reasonable adjustments are agreed and implemented with stake holder	On going	HT JD	Evidence that appropriate adjustments have been made so that parents and carers can fully support their child in education

Aim 4: Embedded the principles of Equality and Equity with in the curriculum and culture of the school for pupils, staff, parents/carers and other members of the school community

Target	Strategies	Timescale	Responsibilities	Success Criteria
Children learn about protected characteristics	Inclusive practice is modelled by all Inclusion and diversity is celebrated across the curriculum, resources and supported through PSHE SCARF model	January 202e	LL	Pupils, staff and families have a strong understanding of the protected characteristics and how to promote equity for all people
Children learn about diversity and the importance of equity	LYFTA Life Stories are used across the curriculum to develop: Cultural Capital; Character Education; Diversity, Equity and Inclusion; Sustainability and Global Citizenship	March 2023	HT, PSHE Lead AP All staff	Pupils show inclusive behaviours, understanding our 'shared humanity'

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