



**Ivington C of E
Primary and
Pre-school**

*Reaching together with the Fruit of the
Spirit (Galatians 5:22-23)*

Accessibility Policy

Approval of the Governing Body

This document is a statement of the aims, principles, and strategies for:

Accessibility Policy

At

Ivington C.E. (VA) Primary and Pre-school.

It was revised during the:

Spring Term 2024

It has been agreed and is supported by the teaching staff and the governing body.

We aim to review this policy during the:

Spring Term 2027

Or sooner if necessary.



Linking with our Vision – Reaching together with Love, Joy and Peace (Galatians 5:22-23)

To provide a caring, Christian ethos for the school, which inspires and excites a shared enthusiasm for life and learning.

At Ivington CE Primary and Pre-school, through our strong Christian ethos and focus on nine important Christian values, we are committed to providing a deeply nourishing, spiritual, ambitious, and broad curriculum.

Our motto, 'Reaching together' underpins our belief in equality of opportunity for all, where we actively endeavour to promote understanding and appreciation of our diverse society and give each child a special place in the world where they feel valued, essential to our community and equipped with the necessary skills to make a positive contribution.

We perceive our role to be opening a 'Window on the World', through which our pupils are actively encouraged to develop respect for the beliefs and cultures which enrich their everyday lives and encourage others to do likewise.

We strive to eliminate inequality through our deep Christian ethos of respect and understanding of all groups in society, which ensures that everyone at Ivington will be treated fairly despite his or her creed, colour, disability, or gender.

More details are available in our Inclusion, Racial Equality and Equal Opportunities policies.

The health, safety, and welfare of all the people who work or learn at our school are therefore of fundamental importance. We aim to provide a safe, secure, and pleasant working environment for everyone. The governing body, along with the LA, takes responsibility for protecting the health, safety and welfare of all children and members of staff.

Ivington C.E Primary and Pre-school School, has high ambitions for all its pupils and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is an important aspect of our overall commitment to being a fully inclusive school. This plan identifies how the school meets the needs of disabled pupils, parents and visitors to the school in response to the requirements of [schedule 10 of the Equality Act 2010](#), the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#) and the Special Educational Needs and Disabilities Code of Practice 2014: 0-25 years.

This plan will be reviewed every three years by the Governing Body.

Definitions of SEND-

‘A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.’

(Special Educational Needs and Disabilities (SEND) code of Practice 2014)

‘Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is’... ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

The definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.’ (SEND code of Practice 2014)

The Equality Act 2010

‘The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people.

- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory - it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measureable.' (SEND code of Practice 2014).

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

1. The LA admissions policy.
2. The School Prospectus.
3. The Positive Relationships and Behaviour Policy.
4. The Special Educational Needs Information Report and Policy.
5. The School Offer.

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

The Accessibility Plan

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty, but they **must** publish accessibility plans'....'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND code of Practice 2014)

'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014).

The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils, parents and visitors with disabilities.

Improving Curriculum Access at Ivington C.E Primary and Pre-school

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after-school activities, leisure, sporting and cultural activities or school visits. Planning for improved access to the curriculum should include consideration of school and classroom organisation and support, timetabling, curriculum options, the deployment of staff and staff information and training. The School will:

1. Continue to provide a broad and balance curriculum for all children.
2. Continue to develop approaches to the adaptation of the curriculum to enable increased access for children with disabilities.
3. Identify all children and known prospective children who face barriers to learning and full participation.
4. Consider children, and prospective children, assessed needs and consider any reasonable adjustment which may be necessary to enable them to participate.
5. Develop curriculum audits which review patterns of achievement and participation by disabled children in different areas of the curriculum.
6. Audit the approaches used when planning and delivering the curriculum.
7. Audit staff training needs in relation to increasing participation in the curriculum.
8. Consider developing resource banks detailing ideas and approaches which support increased participation in the curriculum.
9. Audit children, and prospective children, needs in relation to the wider provision of school, including after school clubs; leisure, sporting and cultural activities; and school trips.
10. Seek to develop and share good practice in this area and access the opportunities provided by the Local Authority and other schools to facilitate this process.

Improving The Accessibility of Information at Ivington C.E Primary and Pre-school

This covers planning to make written information normally provided by the School to its students available to disabled students. Information should take account of students' disabilities and parents' preferred formats and should be made available within a reasonable timescale.

Information might include items such as handouts, timetables, text books or information about school events. Alternative formats for the provision of information might include: large print, audio tape, Braille, a recognised symbol system, the use of IT and the provision of information orally, through lip reading or in sign language. Information must be provided within a reasonable time frame, i.e. to be of proper use for the child. For example, a reasonable time frame for the provision of a handout needed during a lesson would be the start of the lesson. In practice, it is anticipated that the majority of children requiring information to be provided in a different format will already have had their needs identified through the School's and/or the Local Authority's SEN identification processes.

The School will:

1. raise awareness amongst staff about the requirements to provide information in alternative formats if required.
2. maintain up-to-date information on children's needs for the provision of information in alternative formats and ensure it is shared amongst staff.
3. collect and share example of good practice amongst staff.
4. review and audit the School's approach to the provision of written information in general to establish if the format could be improved routinely and in general to improve accessibility.
5. seek specialist advice and support in those cases which lie beyond the School's immediate expertise.

Improving The Physical Access at Ivington C.E Primary and Pre-school

This includes improvements to the environment of the School, which can include visual, acoustic and physical environments. All new school buildings should be physically accessible to disabled students. Much of the work in the area of improving the physical environment will therefore involve improving access to existing buildings. *The Local Authority Audit rates Ivington as 2 in terms of physical accessibility – the school will meet the needs of most disabled pupils: all standards met including all curriculum areas accessible (may be achieved by timetabling) but no hygiene room.*

The School will:

- Ensure an access audit has been completed and incorporate the outcome into school planning.
- Seek to include minor building works or developments to improve accessibility identified by the school, or through the access audit, into the School Improvement Plan.
- Continue to provide specialist aids/equipment to individual children within the terms of the agreement described above.
- Ensure training is made available to the Governors and school staff as necessary to raise awareness of school responsibilities and opportunities for improvement.
- Continue to maintain up-to-date information about the number of children and young people with disabilities in the school, or anticipated to be attending in the future.
- Consider, on a planned basis, how to improve accessibility through reorganising and rearranging aspects of the school environment without physical adaptation or building works.

Improving Curriculum Access at Ivington C.E Primary School

<u>Target</u>	<u>Task</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Monitoring Achievement</u>
Training for all staff on adapting the curriculum	Undertake audit of staff training requirements.	On -going	SENCo	Headteacher
Classrooms are optimally organised to	Review and implement a preferred layout of	On-going	All Class Teachers	Headteacher

promote the participation and independence of all pupils.	furniture and equipment to support the learning process in individual classes. Use appropriate resources and seating for children with gross motor difficulties or who are VI or HI, Visual timetables for children with ASD			
To review the accessibility of after school clubs	To use the annual questionnaire to review provision for disabled pupils in after school clubs and activities and make necessary adjustments.	On-going	SENCo	Headteacher

Improving The Accessibility of Information at Ivington C.E Primary and Pre-school

<u>Target</u>	<u>Task</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Monitoring Achievement</u>
To ensure that newsletters and other information from school are sent in a format suitable for all users.	Through the annual questionnaire review accessibility of newsletters and other communication. School to use large print, braille or an audio system where required.	As required	School Office	Headteacher / Governing Body
Improve communication for hearing and sight impaired pupils.	Review systems required in classrooms for vision and hearing impaired pupils in liaison with visiting specialised teachers.	Ongoing and in Summer term for new pupils starting in September	Class teachers / SENCO	Headteacher / Governing Body

Improving The Physical Access at Ivington C.E Primary and Pre-school

<u>Target</u>	<u>Task</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Monitoring Achievement</u>
Update the information held regarding pupils and parents with disabilities through annual questionnaires.	Questionnaire given to parents to update	Annually	SENCo	Update register of disabilities for users of the school.
To ensure the physical needs of disabled pupils are met.	Individual 'care plans' are created in liaison with families	Care plans are updated regularly and particularly due to any change of need.	Headteacher/SEN TA	Headteacher