



Uffington  
Church of England  
Primary School

# Accessibility Plan

Ratified by the governing body	March 2023
Reviewed by the governing body	June 2024
Next review	June 2025
Next full review and revision	Spring 2026

*Preparing for the Future; Living Life in all its Fullness*

## Our Vision

We are a family-orientated school where everyone is welcome, a place where we strive to provide the best possible education in a caring Christian environment; an education that allows everyone to flourish and have the confidence to make a positive contribution. We seek to develop the individual strengths of everyone within our school community, where each unique personality can be recognised and valued.

Our Christian values underpin everything we do: Thankfulness, Kindness, Forgiveness, Fairness, Friendship, Trust, Hope and Inclusion are key priorities for all pupils and adults in our school.

## Aims of the Accessibility Plan

This plan outlines how Uffington Church of England Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010. A person has a disability if 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.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Parents and carers
- The headteacher and other relevant members of staff
- Governors

- External partners

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan will also be reviewed where the school has undergone a refurbishment.

### **The Accessibility Audit**

1.1. The governing body will undertake a regular Accessibility Audit.

1.2. The audit will cover the following three areas:

- Access to the curriculum – the governing body will assess the extent to which pupils with disabilities can access the curriculum on an equal or equivalent basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the governing body will assess the extent to which pupils with disabilities can access information on an equal or equivalent basis with their peers.

1.3. When conducting the audit, the governing body will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

1.6. The actions that will be undertaken are detailed in the following sections of this document.

### **Monitoring and Review**

The headteacher and governors' Resources Committee will review the financial implications of the accessibility plan as part of the normal budget review process.

The Accessibility Plan must be reviewed every three years. The governors will review this plan on an annual basis.

## Access to the Curriculum – Action Plan

Target	Who?	Timescale	Outcomes / Success Criteria	Complete
To train and regularly update all staff in awareness of meeting the needs of those with specific learning needs ( <i>cognitive, social and emotional and physical</i> )	SENCO to co-ordinate training in conjunction with the headteacher	Ongoing	All staff have increased awareness of a range of conditions and are able to use this knowledge to support learning.	Autism Awareness – January 2023 The Six Stages of Crisis – October 2023
To train and update all staff in meeting the needs of children and colleagues with medical conditions	SENCO to co-ordinate training in conjunction with the headteacher	Ongoing	All staff have increased awareness of a range of conditions and are able to use this knowledge to provide appropriate care.	Epilepsy Awareness – June 2022 Anaphylaxis Auto-injector training – September 2023
Termly staff meeting to discuss individual progress and needs for children on the SEND register and any others causing concern	SENCO	Termly	Children’s needs are identified and appropriate interventions implemented	
Termly meeting with SEND governor to discuss the needs of children on the SEND register	SENCE SEND Governor	Termly	Children’s needs are identified and appropriate interventions implemented	
Termly reviews for children on the SEND register (annual reviews for those with an EHCP)	SENCO	Termly	Pupils’ progress and needs reviewed; targets set and shared with parents / carers, relevant staff and professionals as appropriate	
To provide aids to learning to ensure access to the curriculum	SENCO Resources Committee	Ongoing	All children with additional learning needs have the resources they need to access the curriculum	

## Access to the Physical Environment – Action Plan

Target	Who?	Timescale	Outcomes / Success Criteria	Complete
Ensure each area of the school has wheelchair access and egress	Governing Body		All areas of the school are accessible by wheelchair ( <i>this is not achievable for upstairs areas, i.e. staffroom and library due to the age and layout of the building but SEND children are not disadvantaged at the present time</i> )	All ground floor areas are accessible
Emergency systems to have visual alarms	Governing Body	On installation of any new systems which may be in response to individual need	Hearing impaired children and adults are warned of fire	
Monitor quality and ease of access to all parts of the building	S Lawson P Earley	Termly health and safety inspection	The school buildings are easily accessible by those who are less mobile or who have other disabilities; any hazards remedied immediately	
Ensure ease of access to the school field and garden area	Governing Body	To be reviewed Spring 2023 as part of redevelopment of garden area	All outdoor areas are accessible by wheelchair	

## Access to Information – Action Plan

Target	Who?	Timescale	Outcomes / Success Criteria	Complete
Understand the needs of pupils and ensure information is available in relevant formats <ul style="list-style-type: none"> <li>• Large print</li> <li>• Braille</li> <li>• Pictorial or symbolic representations</li> </ul>	SENCO	As required	Pupils have access to curriculum information and all other school information in a format that meets their needs	
Ensure signage is suitable for non readers, is clear and well situated	Headteacher	Annual check as part of health and safety monitoring	Signage is accessible to all; all new signs are checked for accessibility	
The school makes itself aware of the services available for converting written information into alternative formats	Headteacher	As required / requested	Guidance regarding the availability of information in alternative formats is freely available via the website and other sources of information	