



---

## Accessibility Plan: 2018 - 2021

*The Corporation of Oundle School includes both Oundle School, a boarding and day School for pupils aged 11 – 18 and Laxton Junior School, a day School for pupils aged 4 - 11. This policy applies solely to Laxton Junior School.*

### Introduction and Aims

We are committed to ensuring equality of education, opportunity and access for all our pupils. We aim to develop a culture of inclusion and diversity in which our children are able to participate fully in all aspects of school life.

This Accessibility Plan forms part of our Disability Equality Strategy, which is committed to ensuring that all aspects of our approach reflect the areas recommended and required by legislation and adheres to the Equality Act 2010 in its deliberations and decisions.

We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated. Achieving disability equality is an important and ongoing focus for our school and, through this Disability Equality Strategy, we are committed to improving our environment, resources and processes to promote disability equality for our community and visitors to our school.

We recognise that promoting equality for all will improve access for everyone. Our aim, therefore, is to make equality a central part of the way we work by putting it at the centre of policy making, practices, procedures and employment practice.

The aim of our Accessibility Plan is to:

- Increase the extent to which disabled pupils, including those with special educational needs) can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the provision of information to disabled pupils

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. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

### Definition of Disability

Under The Equality Act 2010 a person has a disability if:

- They have a physical or mental impairment

- The impairment has a substantial and long term adverse effect on their ability to perform normal day to day activities.

## **Responsibility**

Overall responsibility for monitoring and evaluating the effectiveness of the Accessibility Plan resides with the Governing Body. The Laxton Junior School Disability Equality Steering Group is responsible for developing the Plan, identifying priorities for action and coordinating its implementation. The Steering Group includes the following staff members:

- Head
- Deputy Head
- Designated Safeguarding Lead
- Assistant Head Academic
- Assistant Head Admissions
- Head of Educational Support
- Operations Manager

Whilst the Disability Steering Group has overall responsibility for developing the Accessibility Plan, all members of staff are responsible for identifying any potential areas for address.

## **Involvement and Consultation**

The school recognises that the involvement of disabled children, staff, parents and members of the school community who use the school facilities is essential. We aim to gain their involvement by:

- Discussing accessibility with the School Council so that they can share their ideas
- Building accessibility into PSHE lessons and encouraging children to share their ideas
- Using SEND review meetings to highlight any specific requirements
- Highlighting in school documentation and on the school website our approach to accessibility
- Liaising with pre-schools, playgroups, nurseries, and the schools of prospective pupils to understand the needs of individual children as they transfer to our school
- Reminding parents and carers at Parent Conferences that staff are available to discuss ways in which we can improve the provision for disabled children
- Asking all community members to communicate any concerns so that we can provide, within reasonable means, an equality of access to the education and opportunity that we provide
- Consulting with specialist disability bodies and groups as required

## Current Good Practice

The following information identifies where our existing access enables all children, regardless of disability, to take a full and active part in school life.

### Increase the extent to which disabled pupils can participate in the curriculum

This includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.

- Small class sizes enable greater personalisation of the curriculum
- Individual Education Plans enable staff and children to work on specific targets relevant to their needs
- Staff deliver a differentiated curriculum using a variety of appropriate resources to tailor the learning to all children
- Regular progress reviews take place with children and parents
- Target setting takes into account the needs of children who require support
- Learning Support staff identify and support children with a range of accessibility needs
- The curriculum is regularly reviewed to ensure it is appropriate for all children
- Educational visitors and trips are accessible to all current students
- Some curriculum resources include examples of disabled children
- Specialist, one-to-one teaching assistants support children with specific needs
- LJS makes use of OS' mental health lead and their designated Health Centre
- External learning specialists working in conjunction with teachers and Learning Support staff
- Laptops/iPads used to support children with specific learning needs

### Improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

This includes the current physical environment of the school and the use of physical aids to access education.

- All staircases have double height handrails
- The second floor is accessible by a lift
- Corridor width enables accessibility
- Disabled toilet facility
- Resources regularly used by children are at an appropriate height
- Disabled parking space reserved near main entrances
- Physical environment is safe and welcoming
- Double opening doors to all classrooms
- Dining and swimming facilities have ramp access
- All inside learning spaces are well lit

### Improve the availability of accessible information to disabled pupils

This includes the written information that is provided by the school to its pupils including disabled pupils.

- Coloured overlays or paper are used to support children with dyslexia
- Important information is made available to through Form Teachers and the peer network (e.g. House Captains), assemblies, handouts, noticeboards

## Action Plan

This Action Plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010. Timeframes refer to ongoing, Short Term (this academic year – 2017/18), Medium Term (by the end of next academic year – 2018/19) and Long Term (by the end of the current Plan – 2019/20) objectives.

Aim	Objectives	Actions	Responsibility	Timeframe	Success Criteria	Ongoing Review
Increase the extent to which disabled pupils can participate in the curriculum	To be up-to-date and informed about the curricular access needs of all children at LJS	Regular liaison between JSF/SAH to ensure all children's needs are met in accordance with their Support Plans. JSF/SAH be aware of any legislative changes.	SAH JSF	Ongoing	Be up-to-date and informed about the curricular access needs of all children at LJS.	Weekly meetings between SAH and JSF to discuss children's learning needs across the school; regular meetings between JSF and staff about specific cases
	To continually develop staff understanding and expertise of differentiating across the curriculum	Provide CPD and reading material as appropriate.	SAH	Ongoing	Staff understanding and expertise of differentiation is enhanced in order to enable disabled pupils to participate fully in the curriculum.	Monitoring and evaluating programme developed by SAH in 2020; regular CPD on school-wide initiatives, such as Challenge, Responsive Teaching and specific educational support techniques given; staff have an individual CPD process and access to wider provision
	To ensure either TAs or ES teachers are in core subject lessons supporting children with learning needs	Review ES and TA support is in place as far as is practicable and alter timetables accordingly.	SMC JSF	Short Term	Every form in the Junior department has LS or TA support in at least one lesson per week for each core subject. Every core lesson in the Infant department will have TA support.	TAs and ES staff in every Maths lesson and every KS1 English lesson; currently, half of the KS2 English lessons have TA and/or ES support
	To introduce Pupil Progress Meetings that encourage staff to identify and implement the structures needed to support all children	All staff are fully informed of pupil progress and the structures needed for their support as and when changes to their needs occur.	SAH	Medium Term	Pupil Progress Meetings take place as and when required.	These have been introduced by SAH in 2020 as part of the Monitoring and evaluating programme
	To further improve our provision and use of technology when supporting children with specific needs	Investigate and assess needs of the children and implement necessary provision where practicable and appropriate.	SAH	Medium Term	Technology is used appropriately to meet each child's needs.	The introduction, by SAH, of Classroom Monitor and Tapestry is supporting teacher understanding of attainment and progress, and guiding next steps in lesson planning
	To develop an online learning platform that supports children (and their families) outside of school	SAH to work with FH and OS IT Support to facilitate an online learning platform.	SAH	Long Term	An online learning platform that supports children (and their families) outside of school is available to all.	Microsoft Teams now fully adopted as our online learning platform; it is used for homework and remote learning

Aim	Objectives	Actions	Responsibility	Timeframe	Success Criteria	Ongoing Review
<b>Improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided</b>	To ensure that all corridors and workspaces are kept clear and uncluttered	Fortnightly health and safety and accessibility walks through School. Reminders in Briefings.	SMC KF	Ongoing	Clear access through corridors and stairways; fire exits always clear; ease of movement for all	SMC and KF now have fortnightly health and safety walks in place
	To ensure that all signage is clear and visible around the school	Weekly walks round School. External signage checked by grounds staff and DH	SMC	Ongoing	All signage, both internal and external clear of obstructions; all signage in clear & appropriately sized font	As above
	To ensure that all new parents are invited to share any access arrangement needs for their children	Add 'Additional needs of the child' to the Pupil Information forms	REW	Ongoing	Prospective parents have the opportunity to share details of their children's individual needs prior to joining	This has been added to the Pupil Information Form
	To respond to any new access arrangement needs highlighted by prospective parents	DH, AHAd and HES to collaborate following first communication from prospective parents	SMC REW JSF	Ongoing	Prospective parents satisfied with arrangements put in place; reaction to information swift and realistic relative to the issue	SMC, REW and JSF connect should new information highlight an additional requirement
	To be up-to-date and informed of all physical access needs of the children at LJS	Regular liaison with HES and AHA	SMC REW JSF	Ongoing	Termly review of procedures for children with specific requirements; review at entry level alongside Registrar	SMC, REW and JSF connect should new information highlight an additional requirement
	To provide accessibility aids so that all children can make use of LJS facilities	Ensure staff aware that DH and HES are the port of call to ensure accessibility aids	SMC JSF	Short Term	Every child able to access every part of the School and its ground as necessary and equitably with or without suitable aids or assistance	SMC and JSF have a list of children who require an accessibility aid of any description and ensure that all is being done to achieve this provision
	To improve outside lighting so that all children can see clearly in winter	Liaise with Estates to set light timers one hour earlier	SJR	Short Term	Children and staff are able to see clearly when outside in winter	This was implemented in summer 2018; further improvements are being discussed.
	To include a hearing loop in the hall	Liaise with Estates and IT on setting this up in the hall	SJR KF	Medium Term	Children with hearing aids are able to hear clearly	SJR and KF discussing this requirement
	To have permanent disabled parking spaces adjacent to main entrances	Liaise with Estates on marking the disabled spaces in the car park	SJR	Medium Term	Children with physical disabilities are able to gain easy access to the site	This was implemented as part of the car park revisions in summer 2019

Aim	Objectives	Actions	Responsibility	Timeframe	Success Criteria	Ongoing Review
<b>Improve the availability of accessible information to disabled pupils</b>	To ensure all children are positioned in their learning environment so that they can access all information	Ensure all Support Plans are up to date and reflect positioning requirements and all relevant staff are made aware	SAH JSF	Ongoing	All children are positioned in their learning environment so that they can access all information	JSF ensures Support Plans in place for all children with additional needs and that these are shared with all teaching staff
	To develop our provision of information in the light of new and specific needs	Update prospectus, information booklet & website with new information	REW	Ongoing	All children joining us from other schools receive the individualised support needed	This is updated in all published materials
	To support parents understanding of the curriculum so they can support their children at home	Review information in the LJS Information Booklet; include calculations, EYFS and grammar and spelling booklets; ensure these documents are readily accessible on the LJS website	REW	Ongoing	All parents have a full understanding of the curriculum in order that they may support their children at home	Parent Information Booklet is updated annually and new requirements, where they exist, are incorporated into the guidance laid out there; new website is developed which contains up-to-date information also
	To use matt lamination pouches for display material	Request made to order only non-reflective pouches in future; staff informed of phasing out of reflective pouches	SMC	Short Term	By September 2018, all pouches used to be non-reflective; all signage round School to be replaced and updated by end ST18	SMC has ensured that laminating pouches are matt finish
	To ensure that all handouts, textbooks, worksheets are both accessible	Where required, all handouts, textbooks, worksheets are adapted to meet the needs of each child	SAH JSF	Short Term	All handouts, textbooks, worksheets are accessible to all	JSF has ensured dyslexia friendly classrooms using coloured overlays, different coloured paper and books; Power Maths' fonts and layout is dyslexia friendly; JSF reviews regularly
	To use standardised visual timetables in all classrooms	SAH to formulate a suitable standardised format and distribute to all staff	JSF	Short Term	Standardised visual timetables in all classrooms	JSF has shared resources for a child-friendly timetable at eye-height with all FTs; now supporting implementation following lockdown
	To have a range of accessibility conscious reading material in the library	JSF to liaise with AFryatt to ensure that large print and audio books are available. Increase Dyslexia-friendly resources, e.g. Barrington Stoke Publishers	JSF	Medium Term	A range of accessibility conscious reading material available in the library	JSF has ensured that large print and audio options are available from the library; dyslexia-friendly resources available from Educational Support department

## Linked Policies

This Plan should be read in conjunction with:

- Disability Equality Strategy
- Educational Support and EAL Policy
- Disability Equality Action Plan
- Equal Opportunities and Disability Policy

<b>Reviewer</b>	Sam Robertson
<b>Post of Reviewer</b>	Head
<b>Review Date</b>	Lent 2021
<b>Reviewed and filed with both Schools</b>	To be completed by RW
<b>Next Review (max 3 years)</b>	Lent 2024