



Accessibility Plan: 2021 - 2024

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 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 accessibility for all our community is an important and ongoing focus for our school and we are committed to improving our environment, resources and processes to promote equality for all.

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, who delegate this responsibility to the Head. The Head works alongside designated members of the Laxton Junior School team, who are responsible for developing the Plan, identifying priorities for action and coordinating its implementation. This team includes the following staff members:

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

Whilst these staff have overall responsibility for developing the Accessibility Plan, involvement and consultation around the Plan extends to the Laxton Junior School community.

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; the Academic team lead regular pupil progress meetings to ensure all children with SEND are catered for
- Target setting takes into account the needs of children who require support; children are actively involved in their own learning and target setting
- Educational Support staff identify and support children with a range of SEND
- The curriculum is regularly reviewed to ensure it is appropriate for all children
- Educational visitors and trips are accessible to all current students
- Curriculum resources include examples of disabled children
- Specialist, one-to-one teaching assistants support children with specific needs
- The Pastoral team, Mental Health Lead and the Health Centre work together in support of children with SEND
- External learning specialists work in conjunction with teachers and Educational Support staff
- Laptops/iPads and other technologies are used to support children with SEND

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 for ease of access
- Physical environment is safe and welcoming
- Double opening doors to all entrances/exits and classrooms
- Dining and swimming facilities have ramp access
- All inside learning spaces are well lit and have excellent acoustics

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 through Form Teachers and the peer network (e.g. House Captains), assemblies, handouts, noticeboards, leaflets and posters
- Child-friendly timetables available in all classrooms

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 (2021/22), Medium Term (2022/23) and Long Term (2023/24) objectives.

Aim	Objectives	Actions	Responsibility	Timeframe	Success Criteria	Ongoing Review
Increase the extent to which disabled pupils can participate in the curriculum	To provide bespoke training for staff who work alongside children with an identified disability	Any child identified to have a disability will be communicated to DH and then all staff. Bespoke intervention or training will be put in place for appropriate staff.	JSF	Ongoing	Disability identified Bespoke intervention planned Staff trained Continue to review and monitor	
	To provide a differentiated curriculum that enables all pupils to make progress and achieve	Any child who is identified as having a disability will receive bespoke support to enable them to access the curriculum both in and outside the classroom.	SAH JSF	Ongoing	Disability identified Identify barriers to curriculum Bespoke intervention planned Staff trained Continue to review and monitor	
	To be up-to-date and informed about the curricular access needs of all children at LJS	Assistant Head of Admissions and Head of Educational Support will communicate regarding required access arrangements	JSF REW	Ongoing	Information from previous schools accessed Communication with parents, external agencies and Form Teachers and relevant staff	
	To continually develop staff understanding and expertise of differentiating across the curriculum	Training needs to be identified Quality First Teaching to be embedded across the school	SAH JSF	Ongoing	Time and resources given to allow training to take place Teaching staff feel confident when differentiating in class Teaching staff confident to identify data trends and groups	
	To incorporate accessibility requirements into the planning of educational visits	Review of current residential trips to enquire about their accessibility Include accessibility requirements as a consideration on the Educational Planning checklist	SMC	Ongoing	Residential trips have been reviewed with accessibility focus For any new residential trip location accessibility will form part of the decision-making process about the setting	
	To work with prospective parents, nurseries and schools to develop understanding of access needs	Communicate with relevant individuals and settings to ensure information is shared	REW	Ongoing	Last two reports are requested Questions about access needs are asked on Pupil Information Form and Online Joining Instructions Information clarified with parents Previous setting is contacted	
	To ensure that all relevant policies reflect our commitment to providing equality of provision	Include sections on equality, accessibility and inclusion into relevant curriculum policies	SAH	Medium Term	Curriculum policies have clear statement on the school's approach to equality	
	To develop relationships with outside agencies	Understand pool of expertise in the local area	JSF	Long Term	Build relationships with local experts	

Aim	Objectives	Actions	Responsibility	Timeframe	Success Criteria	Ongoing Review
Improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided	To ensure that all corridors, classrooms and learning environments are kept clear	Inclusion of objective on H&S walk Review current objects in corridors and review placement	SMC KF	Ongoing	All corridors, classrooms and learning environments are kept clear	
	To carry out a regular access audit of the school site, with recommendations fed into the Accessibility Plan	Develop an LJS Access Audit Form Conduct an access audit half termly	SMC KF	Ongoing	Accessibility at LJS will be of the highest quality Any concerns linked to accessibility will be highlighted, actioned and emended	
	To ensure that all signage is clear and visible around the school	Checks included in monthly H&S walk and Operational walk.	KF	Ongoing	All signage is in place and visible around the school	
	To ensure that all new parents are invited to share any access arrangement needs for their children	Online Joining Instructions and the Pupil Information form to be used to capture relevant information	REW	Ongoing	Online Joining Instructions – parents contacted for further information and discussion where information is disclosed	
	To respond to any new access arrangement needs highlighted by prospective parents	Ensure communication is clear and concise to all parties involved Develop processes to share information between admissions and educational support Information to be passed to JSF by REW when received	REW JSF	Ongoing	Information from previous schools accessed Communication with parents Communication with external agencies if necessary Communication with Form Teachers and relevant staff	
	To include a visual alarm as part of our fire alert system	Investigate with the estates department.	KF	Medium Term	All children are able to see clearly if there is a fire alarm	
	To include a hearing loop in the hall	Investigate with the estates department.	KF	Long Term	Children with hearing aids are able to hear clearly	
	To introduce greater outside lighting at the rear of the school to improve visibility	Observations included in bi-weekly operational walk and raised with maintenance department for improvements.	KF	Long Term	Children, staff and parents are able to see clearly at the rear of the building, especially in winter	
To build accessibility requirements into the design and development of new learning spaces	Ensure the design and implementation of the design of new spaces includes a clear approach to accessibility	SJR	Long Term	All new learning spaces are accessible for all children		

Aim	Objectives	Actions	Responsibility	Timeframe	Success Criteria	Ongoing Review
Improve the availability of accessible information to disabled pupils	To ensure all children are positioned in their learning environment so that they can access all information	Understand the disability and the needs of the child and make the necessary adjustments to ensure full accessibility	JSF	Ongoing	Have access to external reports from specialists Training for teachers Clear communication between all staff involved	
	To develop our provision of information in the light of new and specific needs	Understand new and specific needs and respond accordingly	REW	Ongoing	New and specific needs to be provided for as appropriate	
	To support parents understanding of the curriculum so they can support their children at home	Clear communication of year group objectives and expectations as well as individual targets	SAH	Ongoing	Parents feel fully informed about and involved in their children's education and able to provide precise support based on the School's recommendations	
	To provide termly updates to the Governing Body on the ongoing approach to accessibility, equality, diversity and inclusion	Governing Body papers include reference to accessibility and equality, and the Accessibility Plan is reviewed by Governors	SJR	Ongoing	Governors have a clear view of how accessibility is supported and enabled at LJS	
	To develop a new approach to marking that all children can engage with	Introduce a new Marking and Feedback Policy Ensure staff have relevant training and resources Produce posters for children	SAH	Short Term	All children can quickly engage with and understand marking and feedback, and act upon this in future lessons	
	To display visual timetables in all classrooms	Ensure visual timetable resources are shared with staff and that these are displayed in every room	SAH JSF	Short Term	Children can see what lessons and activities they have each day and can prepare for these accordingly	
	To provide staff training on equality, diversity and inclusion	April INSET for all staff EDI group formed in Michaelmas 2021 and connected to our EDI partners: EqualTeach	SJR SMC	Short Term	Accessibility, equality, diversity and inclusion becomes central facet of ongoing School strategy, and is celebrated and promoted in all aspects of school life	
	To share key information with children in different formats so that they understand what is happening around them in school	Ensure classes have mechanisms to share information, including Form Time and noticeboards Include notices in assemblies	SJR	Short Term	All children understand what is happening in school and can embrace the wide variety of opportunities on offer	
	To develop a Displays Policy that outlines how displays should be accessible to all pupils	Review the Displays Policy and ensure Educational Support consultation on presentation and format	SAH	Medium Term	Ensure height, colour, font, placement of wording and text is appropriate and accessible	
	To embed RNIB guidelines into the provision of information	Website accessibility to be checked Website images to be tagged Publications to be reviewed for accessibility	REW	Medium Term	Website accessibility to score highly Alt tags on all images on the website	

Linked Policies

This Plan should be read in conjunction with:

- Admissions Policy
- Assessment Policy
- Curriculum Policy
- Educational Support Policy
- English as an Additional Language Policy
- Equal Opportunities Policy
- Teaching and Learning Policy

Reviewer	Sam Robertson
Post of Reviewer	Head
Review Date	Michaelmas 2021
Reviewed and filed with both Schools	Lent 2022
Next Review (max 3 years)	Termly then Michaelmas 2024