Kirtlington
C.E. School

Access to Education

Access Statement & Plan

Reviewed and approved by: FGB

Policy Reviewed: January 2025

Future Review: January 2028

ACCESS STATEMENT & PLAN 2025-2028

INTRODUCTION

Our Access Statement and Plan is based on a belief in equality and inclusiveness for all and confirms that everyone should have equal access to facilities and services regardless of disability, age, gender or race. With this in mind Kirtlington CE Primary School puts accessibility for all at the heart of the planning and design process.

As a school we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. Further, we are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

The school recognises that many of our pupils, visitors and staff, whether disabled or otherwise, have individual needs when using school facilities. We understand that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of our ongoing commitment to the delivery of an inclusive educational service, we work hard to ensure that all our pupils receive a high a standard of education and are supported in reaching their full potential. Good communication and co-operation between the school, home and other professionals are essential. The key aims of this Plan are to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to increase disabled pupil's physical access to education and extracurricular activities.
- Improve the delivery of information to disabled children and young people; using formats which give better access to information.
- Provide continued education as normally as the condition allows.
- Reduce the risk of lowering self-confidence and educational achievement.
- Promote equal access to education for all children and young people.
- Establish effective liaison.
- Ensure that prompt action takes place.

The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan.

The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. Substantial is defined as being anything more than minor or trivial. Whether or not a disabled pupil is at a substantial disadvantage or not will depend on the individual situation.

These duties apply to disabled pupils, as defined in the Equality Act 2010. The Act says that a pupil has a disability if they have a physical or mental impairment which has along term and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), or people diagnosed with cancer, HIV infection or multiple sclerosis. An impairment does not of itself mean that a pupil is disabled. It is the effect on the person's ability to carry out

normal day-to-day activities that has to be considered.

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

A child's ability to memorise, concentrate, learn, speak, move, make and maintain positive relationships, is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

Some disabled pupils also have special educational needs (SEN) and may be receiving support via school-based SEN provision or have an Educational Healthcare Plan (EHCP). Just because a disabled pupil has SEN or an EHCP does not take away the duty to make reasonable adjustments for them. In practice, of course, many disabled pupils who also have an EHCP will receive all the support they need through the SEN framework and there will be nothing extra the school has to do. However, some disabled pupils will not have SEN, and some disabled pupils with SEN will still need reasonable adjustments to be made for them in addition to any support they receive through the SEN framework.

Health and Safety

The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a disabled pupil's time at the school.

There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of thedisabled pupil or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

Charging Arrangements for Making Reasonable Adjustments

It is unlawful for a setting or school to charge a child for making reasonable adjustments in any circumstances, whatever the financial cost to the school and however the setting or school is funded.

THE PURPOSE AND DIRECTION OF THE SCHOOL'S PLAN: VISION AND VALUES

Kirtlington CE Primary School is committed to ensuring equal opportunities for any pupil or employee with a disability, to removing barriers to progress and, to making reasonable adjustments to reduce disadvantage.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement.

As a school we:

- Set suitable learning challenges
- Respond to pupils' diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

The school's policies on Behaviour and RSE promote equality and respect for all regardless of gender, race, colour, creed or impairment.

This Accessibility Plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required under the Equality Act 2010. The three key duties are to:

- Increase the extent to which disabled children and young people can engage in the school **curriculum.**
- Improve the physical environment of the school to increase disabled pupils' **physical access** to education and extra curricular activities.
- Improve the delivery of **information** to disabled children and young people, using formats which give better access to information.

The responsibility for the Accessibility Plan lies with the Governing Body and Headteacher.

It is a requirement that the school's Accessibility Plan is resourced, implemented, and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the Accessibility plan.

INFORMATION FROM PUPIL DATA AND SCHOOL AUDIT

Of the Children on roll at Kirtlington CE Primary school, we have a number of children who are on our Special Needs Register including children with dyslexia, autistic spectrum disorder, attention deficit hyperactivity disorder and specific medical needs including pupils who have Epi-pens for specific allergies.

We are mindful of the adults in our school community.

Implications for School Admissions
The aim of Oxfordshire County Council is for children with disabilities who are starting school to have a place in a suitably accessible, nearby, primary school which feeds into an accessible secondary school. This will enable such pupils to have an agreed pathway for their education. To support this aim, it is the County Council's policy to prioritise disabled children in admissions.

OCC identifies disabled children at the pre-school and transfer stages and uses this information to inform the allocation of their school places, in consultation with their parents.

Since September 2002 it has been against the law to discriminate in school admissions, education and associated services and exclusions. Parents have means of redress through admissions and exclusions appeals and Special Educational Needs and Disability tribunals which now sit in the Health, Education and Social Care (HESC) Chamber of the First-Tier Tribunal.

Other considerations:
- Kirtlington CE Primary School has had adaptations to improve access for those with physical disabilities. Staff work flexibly to organise classrooms to enable for all pupils.
- When arranging trips out, special attention is given to meet the needs of a child with disabilities. These needs will be highlighted on the risk assessment for the trip.
- If a pupil is absent from school for extended periods, then liaison with parents and relevant personnel from the health authority will take place in order to maintain access to the curriculum as near as possible to that being covered in school.
- All staff receive appropriate guidance and support to meet the school's duties to disabled pupils.
- The school will action any reasonable physical adjustments or provide auxiliary aids and services.
- Consideration is given to ensure that sufficient and appropriate support is available to enable equal opportunities for all.

MAIN PRIORITIES IN THE SCHOOL'S PLAN

INCREASING ACCESS TO THE CURRICULUM

- Visual prompts and resources including visual timetables are used to facilitate access for all pupils where these are seen to be helpful
- Disability awareness is promoted in the curriculum, through assemblies and specific events, for example The Paralympics
- Staff working with pupils with disabilities receive specialist training
- Thorough risk assessments are undertaken as required and take full account of the needs of disabled children, for example a named adult will provide 1:1 support ifappropriate.
- Disabled pupils are able to access a range of activities and clubs beyond the school day; they participate in residential visits.

Future Developments

- On-going provision of specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum.
- Wider use of prepared visual aids and prompts including visual timetables.
- Consider OT assessment of classrooms and optimal seating positions when appropriate.

IMPROVING THE PHYSICAL ENVIRONMENT

- The school is fully accessible for wheelchairs and frames. Corridors and routes are kept clear of obstacles.
- The school meets legislation in respect of physical access for disabled learners and others for a 1 form entry.
- A Nurture area provides a place where children can take time out; a place for quiet, reflection and prayer.
- Lunchtime seating arrangements are considered for pupils with a disability.

IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS WHO REQUIRE SUPPORT ACCESSING WRITTEN INFORMATION

In today's modern society the provision of information is now accessed and available in a variety of printed, spoken and electronic forms. We believe in effective communication to promote accessibility:

Large Print

We have the facility to enlarge school documents as necessary. The Visual Impairment Service can give advice and support about producing accessible versions of documentation.

Easy Read

This format was originally developed for people with learning disabilities, but now has a wider user group. It uses large print with illustrations and can be supported by audio. The language is reduced in complexity and jargon.

Braille and Other Alternative Formats

SENSS will work in partnership with schools and other agencies to provide access for children with specific impairments or disabilities to a range of human, paper and electronic sources of information. They will give initial and recurrent training and support to schools.

Future Developments

Use of specialist services including the Interpretation Service as appropriate, to meet the specific needs of disabled pupils.

MAKING IT HAPPEN

MANAGEMENT, CO-ORDINATION and IMPLEMENTATION

Lead Responsibilities

Headteacher: Kyla Bates
Resources Committee: Zoe Cumming, Kevin Allison, Gavin Rawson

ACTION ONE:	**Increasing the extent to which disabled pupils can participate fully in the curriculum**

Target	Action Needed	Outcomes	Time Frame
Ensure the school curriculum is fully accessible to all pupils including those with a disability	Audit school population (pupils/parents/staff) to identify those with disability and specific medical needs. Engagement with parents to gain their views.	Disability and Medical Registers are up-to-date Information gained for the updating of the Scheme and Action Plan.	Start of each academic year Ongoing
	Promote awareness of disability issues through assemblies and PSHE	Assembly Record and lesson plans	Ongoing
	Identify and address training needs of staff to understand and meet the needs of disabled pupils	Support staff and teachers receive appropriate training	Ongoing
	Provide specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum	Disabled pupils have access to equipment appropriate to their needs.	Ongoing to meet identified need
	Use of visual timetables	Visual timetables designed for use with identified pupils.	Ongoing
Disabled pupils and those with specific medical needs supported at play times if appropriate	Assign a designated TA to any pupil needing 1:1 support at play times.	Disabled pupils feel safe and are supported with social interaction.	Ongoing
Risk Assessments enable children with disabilities to have full access as far as possible	External advice sought as necessary including from OT Service to audit classrooms	Children with disabilities access school trips, special events, after-school clubs etc	Ongoing
Staff to be aware of Statutory Inclusion Statement and show that they are using it within their teaching and learning	Revisit Statement annually. Review curriculum and other policies (in line with review cycle) to ensure they clearly define their role in promoting equality for all members of the school community.	Inclusion Statement permeates all aspects of the life and work of the school. Inclusion Statement is reflected in all policy documentation.	Ongoing Ongoing as documentation is reviewed

ACTION TWO:	Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Target	Action Needed	Outcomes	Time Frame
Access for disabled members of the school community is considered at the planning stage of any future building works.	Advice of specialists sought if needed.	Clear and safe access around the school	As appropriate

ACTION THREE:	Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Target	Action Needed	Outcomes	Time Frame
School to be aware of services available for visually and hearing impaired children, and children with Downs' Syndrome and other disabilities.	Access training to meet the needs of individual pupils when and where appropriate.	School aware of any special provision required to meet the needs of individual disabled pupils and others, and who to contact to access help, support and guidance; and relevant training and development.	Ongoing
If appropriate explore Braille, audio CD & Loop system for VI and HI members of the school community.	Specific needs of new pupils with a disability are identified and planned for.	Needs of individual children are met and enable increased access to education	Ongoing

Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health & Safety Policy
- Equality Information and Objectives (public sector equality duty) Statement
- Special Educational Needs Policy
- Policy for Supporting Pupils with Medical Conditions
- Risk Assessments

Kyla Bates, Headteacher