



Church House Oxford, Langford Locks, Kidlington, OX5 1GF

Accessibility Policy

June 2023

Tackley Church of England Primary School

Vision statement

Our vision for Tackley CE Primary School reflects our commitment to create a school where everyone is important and valued as members of our school and local community. This vision is achieved through our values of curiosity, kindness and responsibility.

These values help us to make good choices about how we lead our lives, and means that we all contribute to our enriched curriculum which places an importance on life beyond the classroom. In school we relate the importance of each individual as a valuable member of our community to the Parable of the Lost Sheep where everyone is included, and everyone is important and valued.

Date Written: June 2023

Person Responsible: Karen Ward

Signed by Chair of Governors:

Date of review: June 2026

Oxford Diocesan Schools Trust Accessibility Statement

The Equality Act, Schedule 10 requires all schools to have an Accessibility Plan. This plan should cover:

- a) Increasing the extent to which pupils with a disability can participate in the curriculum within ODST's schools.
- b) Improving the physical environment of the schools in ODST for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and benefits, facilities or services provided or offered by the academy, and
- c) Improving the delivery to pupils with a disability of information which is readily accessible to pupils who do not have a disability.

Responsibility of Schools

In ODST schools, the creation of an Accessibility Plan is delegated by the Board of Trustees to the Local Governing Body of each member school to ensure that local needs are reflected.

The Accessibility Plan must be reviewed every three years and must be approved by the Local Governing Body (although the composition of the plan may be delegated to a committee, an individual governor or the Headteacher).

Schools should provide adequate resources for implementing their Accessibility Plan and for ensuring regular review. Ensuring effective accessibility though is a collective responsibility and the plan should be shared with all stakeholders to enable them to support this process.

ODST Statement of Intent

ODST is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to continually developing a culture of inclusion, support and awareness within the Trust.

Equality Impact Assessments will be undertaken as and when policies are reviewed. The terms of reference for all Trustees' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

ODST's policy on equality aims to ensure that there is no discrimination against any group with a protected characteristic of age, disability, gender reassignment, marriage or civil partnership, pregnancy & maternity, race, religion or belief, gender or sexual orientation. ODST's intention is that any person with a disability, whether a pupil or employee, people with disabled people are not treated any less favorably in the service, education or support they receive than people without a disability. Meeting these requirements is fully

consistent with the Academy Trust's Equality Policy.

At a macro level ODST will ensure that all new building work meets the needs of users with a physical disability and will work towards making all of its accommodation accessible where it is practical to do so.

Vision Statement

The Equality Act, Schedule 10 requires all schools to have an Accessibility Plan.

The purpose of Tackley CE Primary School's Accessibility Plan is to meet the requirements of the Equality Act and to support:

- a) Increasing the extent to which pupils with a disability can participate in the curriculum;
- b) Improving the physical environment of the school for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and benefits, facilities and services;
- c) Improving the delivery to pupils with a disability of information which is readily accessible to pupils who do not have a disability.

Tackley CE Primary School recognize that a person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities.

Tackley CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to continually developing a culture of inclusion, support and awareness within our school. Training and guidance will be provided to all members of staff to ensure that they can participate in delivering the plan.

Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes where appropriate

This plan will be monitored regularly by the Local Governing Body and will be reviewed every three years to continue to ensure that it is appropriate to the needs of our school.

It will be shared with all employees, and in the wider school, to ensure transparency and to foster the view that delivering accessibility is the responsibility of the school community and not just the Local Governing Body and Headteacher.

AIM 1: To increase the extent to which pupils with disabilities participate in the school curriculum.				
<p>It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been encouraged to attend any age relevant after school clubs, cultural activities and educational visits. Nevertheless, improving teaching and learning lies at the heart of the school’s work and so our key objective in this Accessibility Plan is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability. This includes ensuring the building is fully accessible. Teachers at Tackley CE Primary School strive to plan and deliver outstanding lessons. Teachers’ planning is highly differentiated to take account of the individual and group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and are clearly linked to National Curriculum expectations. It is the role of the Special Educational Needs Co-Ordinator (Sonya Barnett) and the Head teacher (Karen Ward) to line manage and deploy Teaching Assistants. These senior members of staff coordinate and facilitate staff training to develop whole school awareness of disability and ways in which children can best be supported within the classroom and the wider context. The SENDCo also coordinates advice given by outside agencies and ensures its implementation.</p>				
Target	Actions	Timescale	Responsibility	Success Criteria
To identify all pupils who may need additional or different provision	Liaise with nursery providers, Early Years Special Needs Intervention Teacher (EYSENIT) and parents about needs of children in Nursery and Reception intake.	Annually	SENDCO & EYFS Lead	Transition arrangements are set up before a September start. Additional visits are made with parents and nursery staff to aid transition. Transitional learning takes place between nursery and school.
To increase skills and confidence of all staff in differentiating the curriculum	-Ensure appropriate induction takes place for new staff and ECTs that identifies individual training needs. -Regular staff meetings to focus on an area of CPD related to SEN categories. -Annual cycle of TA professional development based on identified training needs.	Annually and when required	Headteacher & SENDCo	Lesson observation and monitoring cycle demonstrates improved skills and raised staff confidence using a range of strategies to support children’s needs. Outside agency input. Increased pupil participation in lessons.
To identify trends in attainment and progress across the school To narrow any gap in	-Attainment data to be analysed x 3 a year to identify gaps and trends in progress. -Action planning identified	X 3 a year at each data drop	Headteacher & SENDCo	For any gap between specific groups and their peers to be narrowed so they are not disadvantaged in any way. For actions to be planned and evaluated

attainment between specific groups and their peers	through the School Development Plan to take steps to close the gap.			for impact where gaps have been found.
To review the building and ensure that access is clear for all pupils. Adapting where necessary	-Regular reviews of single story building access. -review of flooring and lighting to prevent trips or lack of visibility -	Yearly review of building and its presentation	Headteacher and School Business Manage	Funds to be budgeted and allocated where needed to ensure the building is safe to i Use for all pupils and parents
To promote positive attitudes to disability	- PSHE curriculum -Collective Worship plans to be used -Include cross curricular work when links with National/International events occur, e.g. Paralympic Games	Ongoing and annually linked through collective worship themes	Headteacher & AHT (SENDCo)	For children’s thinking about what a disability is to be challenged. For children to understand how life is the same and different for somebody with a disability.
To review PE curriculum to ensure PE accessible to all	-Appropriate teachers to action advice from SENSS staff as appropriate -Teachers to co-teach with PE coordinator and brief sports coach as necessary	Reviewed each September	Headteacher & AHT (SENDCo)	For all children to have equal access to PE For all children to be given the opportunity to excel at PE

Aim 2: To improve access to school/education in light of any social, emotional or mental health needs (leading to an unwillingness to attend school -EBSA)				
At Tackley CE Primary School we have teachers who are proactive in making adaptations for pupils who may be experiencing a mental health need, such as anxiety which can impact upon willingness and perceived capacity to attend school and engage fully with the educational provision on offer. We have a wide range of resources available to address such needs. Triggers for such SEMH needs may be from Covid, or other personal circumstances such as being a Young Carer, or having additional needs. We have a HLTA with the responsibility for Nurture and we keep resource provision under constant review eg books, resources, staffing, signposting to outside agencies etc, Highly bespoke support packages can be put in place to support improvement with school access				
Target	Actions	Timescale	Responsibility	Success Criteria
To ensure that school users suffering with a SEMH need eg anxiety, have their needs recognised and met. NB This could be Covid	-The school will take account of the needs of pupils and staff mental health needs when planning for future improvements. -Consideration may include; improved open dialogue with anyone suffering from	ongoing	Headteacher & AHT (SENDCo)	For individuals to feel supported; experience improved SEMH.

related, caused by circumstances eg bereavement or more generalised anxiety	a mental health condition eg anxiety and assessing what change/interventions are necessary in meeting need.			
To ensure that SEMH needs of pupils and staff are met; have a bespoke package of support to address the need eg encourage regular educational attendance/employ strategies for co or self-regulation.	ASSESS: 1.Through discussions with the individual (Voice of the Child) identify the need(s) or barriers PLAN AND DO: 2.Create a bespoke plan for individuals which takes into account strategies of support or adjustments in support of the individual eg adapted timetable, additional mental health support such as CBT, Play therapy, buddy system, meet and greet/soft landings, Buddy system, Zones of Regulation work, social stories or ELSA support books etc. REVIEW: 3. Review provision and adapt as necessary eg seek further outside agency support/advice etc to overcome the barriers	As required	Headteacher & AHT (SENDCo)	To ensure that the school meets its statutory responsibilities by making reasonable adaptations in order to meet the needs of identified individuals with SEMH needs.

Aim 3: To further improve transition arrangements for all pupils with SEN and Disabilities				
-We share information with pupils who face barriers to learning in a variety of ways, such as through face to face/virtual meetings with key stakeholder to feed into a thorough 'transition plan.' Through consensual sharing of documents such as Pupil Profiles, or EHCPs; through online platforms such as the website, tours; and through planned handovers; and Pupil Passports etc. the transition plan will support the pupil with managing any transition. -Transitions may be through new pupils' entering our school at key times of the year eg to join our Nursery or Reception classes; throughout the year if a pupil has a change of school; or when pupils leave school at Y6 transition point.				
Target	Actions	Timescale	Responsibility	Success Criteria
Pupils and parents: For pupils to feel able to express their views on what will support them with a successful transition (in light of their special educational	-To gather pupil voice. -To invite pupils, parents, existing support staff (as appropriate,) to help formulate the transition plan with the child at the heart of the process. -To share any information which might	June or throughout the year for in-year transfers	Headteacher, Assistant Headteacher & Class teachers	For pupils' voice to be at the heart of any transition planning; for all individuals to work to their strengths.

needs or disabilities.)NB This will be age appropriate and format appropriate according to the nature of the additional need eg use of IT or visuals	make the transition easier eg Pupil profile information what their specific additional needs are; what their special interests are; any specific considerations e.g. access arrangements.			
School: -To co-ordinate a transition timetable. -To liaise with outside agencies eg Physical disability team, SENSS ICT team, Hearing impairment team etc as appropriate. -To recruit staff where appropriate either with the appropriate skill set, or co-ordinate a training support package	-To formulate the transition plan in consultation with stakeholders -To make contact/ plan visit(s) to the existing setting where appropriate -Plan a graduated approach to meeting staff and spending time in school. To support building relationships and trust with key members of the school. -To make photobooks/provide social stories/video of the new setting etc -To set up any additional training eg in Makaton/ICT/Autism training, Manual handling training etc	As required	SENDCO & Class teachers	Pupil to have a smooth transition; to feel safe and secure in the new environment; to have his/her needs fully met in the new setting; to have all the appropriate resources or specialist equipment in place.
Outside Agencies: For pupils with any additional outside agency specialist support to have an input to ensure a successful transition.	To liaise with stakeholders who can advise on any specific effective strategies, equipment or learning aids, in making the transition seamless and carryout any further recommendations or access addition support e.g. C&I Support worker.			For SEN pupils to feel more informed and involved in the transition plan and process through specialist support.

