



Living the Olympic
and Paralympic Values

sing up
Silver Award



Northbourne CE (A) Primary School

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Accessibility Plan, 2016-2019

As a school, we acknowledge and welcome our duties under the Equality Act 2010. These general duties are to:

- Eliminate discrimination
- Advance equality of opportunities
- Foster good relations between all groups of pupils and parents within the school, and between the school and the wider community.

We understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

This plan, which should be read in conjunction with the school's Equality Policy and Plan, sets out the proposals of the Governing Body of the school to address the second of these duties, ensuring equality of opportunities for pupils with disabilities. It does so by outlining how we will go about:

- Maximising the extent to which pupils with disabilities can participate in the school curriculum;
- Improving the environment of the school to ensure pupils with disabilities can take full advantage of education and associated services;
- Ensuring pupils with disabilities have access to information which is provided in writing for pupils who are not disabled.

The Accessibility Plan will be resourced, implemented, reviewed and revised as necessary. Progress against actions within the plan relating to the physical environment of the school (the second of the bullet points above) will be monitored by the Resources Committee of the school's Governing Body¹. Outcomes for pupils with disabilities (the first of the bullet points) will be monitored by the Governing Body's Teaching and Learning Committee². The SEN Governor will collate an annual review of this plan, based on monitoring by both of these committees, and will discuss accessibility during meetings with the SENCo on an ongoing basis. Any issues or slippage will be included in the SEN report to the Governing Body.

1. Our vision and aims

At Northbourne CE (A) Primary School we strive to nurture excellence, through:

- An inspiring curriculum that develops the unique talents of all of our children

¹ The section of this Accessibility Plan for physical accessibility relates to the built environment of the school. It may not be feasible or possible to undertake all of the works during the life of this Accessibility Plan and therefore some actions may roll into subsequent 3 year plans. Ongoing Accessibility Audits, overseen by the Governing Body, will inform further ongoing planning and be incorporated into subsequent Accessibility Plans.

² This will be done through ongoing analysis of the attainment and progress made by learners with disabilities and learners with disabilities and / or additional needs, through, for example, data analysis, feedback on lesson monitoring, findings from book scrutinies, examination of planning, and evaluation of Records of Educational Provision.

- Helping children learn about themselves and the world
- Learning and growing together within the Christian story

We aim to do this through children, families and staff working together in a committed partnership, and, as a part of this, very much value our links with our community and our local churches.

Our mission statement of nurturing excellence summarises our belief that children will achieve their best when they feel safe and well cared for. We acknowledge that, at times, some pupils will require more support than others if they are to achieve excellence, and we strive to always meet the needs of all children. A significant number of pupils will have some form of special educational need at some point during their time in school; at Northbourne, we aim to implement effective strategies to meet these needs in a supportive environment, to minimise barriers to learning and promote full and meaningful access to the National Curriculum.

2. Our school

Northbourne CE (A) Primary School has 310 pupils on roll. Currently, 14% of our pupils have some form of Special Educational Need (SEN) and 12% of our pupils come from ethnic groups other than White British. A smaller proportion of pupils are eligible for Free School Meals than that nationally (17%), and this is declining over time. The school deprivation indicator is lower than the national average (RAISEOnline, October 2015). Exclusions are historically very low, representing the emphasis placed on promoting good behaviour and the excellent relationships between adults and children.

The school's latest Ofsted report (June 2015) said "The school's motto of nurturing excellence is at the heart of its work...the school's ethos is one of meeting the needs of every child. Discrimination in any form is not tolerated". Our latest SIAS report (March 2012) identified "the inclusive and secure Christian environment where pupils become confident individuals and flourish spiritually, academically and culturally" as a key strength of the school.

Ensuring all of our pupils and their families can play a full role in the life of the school underpins our work; as such, all school policies are written bearing in mind the needs of pupils, parents and carers with disabilities (*see, for example, SEN Policy, Anti-bullying Policy, Safeguarding Pupils Manual (including Child Protection, Supporting Pupils with Medical Needs, and Behaviour Policy), Teaching and Learning Policy and Charging and Remissions Policy*).

3. Current good practice

As outlined in section 1, the aims of this plan fall into 3 categories:

- Maximising the extent to which pupils with disabilities can participate in the school curriculum **(the curriculum)**;
- Improving the environment of the school to ensure pupils with disabilities can take full advantage of education and associated services **(the environment)**;
- Ensuring pupils with disabilities have access to information which is provided in writing for pupils who are not disabled **(information)**.

Analysis of monitoring of outcomes and discussion with staff, parents and pupils identifies a number of current strengths in each of these areas.

3a. Curriculum

- Staff work hard to ensure all pupils can participate fully and meaningfully in the National Curriculum, regardless of additional needs, difficulties or disabilities. This may be by, for example, administering medicines to pupils to ensure they

can remain in school, adapting activities to ensure they meet the needs of all learners, or by developing personalised curricula which help address pupils' individual needs.

- Staff knowledge of issues related to SEN and disability is audited regularly, including following admission of pupils with additional difficulties which might be outside the current experiences of staff. This ensures in-house CPD can be delivered, either by our SENCo or other member of staff with expertise in a particular area, or by other professionals; in the past, these have included our Educational Psychologist, Speech and Language Therapist, Autism Advisory Teacher and our SENSS worker, for example.
- Any more specialised needs of individuals are always responded to as and when the need arises, including through close liaison with staff from the agencies listed above.
- Our SENCo oversees referrals to outside agencies and monitors that actions suggested by professionals are incorporated into classroom practice to ensure all pupils can access the curriculum meaningfully and play a full part in the life of the school.
- Pupils with Special Educational Needs and / or disabilities participate in extra-curricular activities, such as after-school clubs. Some out-of-class activities present specific challenges for pupils and staff – for example, lunch and break times for pupils with Autistic Spectrum Condition (ASC) or other communication and interaction difficulties, and school trips for pupils with medical needs. These are managed on a case-by-case basis, with inclusion always the key aim.
- Specific examples of adaptations which have been made in the past, or are currently being made, to support individual pupils include:
 - Careful seating plans to help, for example, pupils with hearing difficulties
 - Easy to understand classroom labels and signs, using visual images, pictures and symbols where appropriate
 - Low vision aids being made available for pupils with visual impairment
 - Carefully planned off-site visits for pupils with SEND
 - Use of visual strategies – such as visual timetables – to provide a range of cues for pupils who find these beneficial (for example, pupils with Autistic Spectrum Condition)
 - Use of simple, precise language when giving instructions, with extra processing time provided where necessary / beneficial
 - Close liaison between home and school through an open door policy to parents. Email communication is used by staff where parents find this beneficial; parents are always welcome to discuss any issues with staff at an early stage
 - Multi-sensory approaches towards all curriculum subjects; for example, gestures, illustrations and symbols used to support the spoken word; regular hands-on activities during lessons
 - Use of a range of strategies to engage and enthuse all pupils; for example, little teacher talk, whiteboard work, group or paired discussion

3b. Environment

Despite the age of the school building, there are few remaining areas which are not accessible for disabled pupils. Where building work, redevelopment or refurbishment takes place, accessibility is always a key concern. Priorities which were included in the previous Accessibility Plan, and which have been addressed through this, include:

- Signage around the building has been replaced, and is less of an issue since the installation of a main entrance fence and gate
- Upgrade of the fire alarm system to ensure it is of an adequate volume for people with hearing difficulties
- Consideration of colour and tonal contrasts when redecorating the school building
- Ensuring edges of steps are marked, and that these are remarked regularly
- Replacement of main entrance door, and several internal doors, to ensure these of sufficient width and provide adequate lines of sight for people using wheelchairs
- Development of an outside quiet area, beneficial particularly for pupils with communication and interaction difficulties during break- and lunchtimes

3c. Information

At Northbourne School, close communication between the SENCo, teaching staff and TAs, together with a high level of ongoing training, ensures that needs of individual pupils are rapidly identified and acted upon. Written information for pupils with disabilities can therefore be adapted as necessary to meet the individual needs of pupils. For example, material can be provided

in a range of formats (for example, enlarged print) for pupils with visual impairment, and written work is often presented on different coloured paper (shown to increase reading ease for pupils with Specific Literacy Difficulties). Depending on the needs of a pupil, information can be provide in Braille (with help from support services), in simplified language, in audio or electronic form. iPads are used effectively to provide information orally when this is beneficial, and pupils have access to a range of resources to help with curriculum access (talk boxes, for example).

The SENCo retains an understanding of the relevant support services that can provide assistance with improving delivery of information to pupils with a disability, and shares this with staff as required.

Accessibility Plan, 2016-2019: Action Plan

3a. Curriculum

Current Position	Action	Cost	Timescale	Success Criteria
Ongoing training provided, based on audits of knowledge of staff, changes to curriculum requirements / expectations, additional needs of pupils on roll...	SENCo to continue to monitor and assess CPD need amongst staff (teaching and non-teaching) and develop training (both in-house and from external professionals) as required	SENCo non-contact time	Ongoing	Staff have knowledge, understanding and expertise in meeting the needs of pupils with SEND
Removal of National Curriculum levels makes it more challenging to track the progress of pupils with SEN, or who are working below the expectations of a particular year group	SENCo to work with other local SENCOs to refine approach to assessing pupils with SEN, to ensure this enables progress to be tracked	SENCO non-contact time	Systems in place by June 2016; reviewed and developed on an ongoing basis	Progress made by SEN pupils measured and tracked, ensuring that all pupils attain well
Pupils start in YR from 12 – 15 different pre-school and nursery settings, each with different procedures around SEN identification and monitoring	Foundation Stage staff to develop systems for liaison with local providers to ensure relevant information about additional needs is gathered in a timely enough way to ensure any necessary adaptations to the curriculum (or environment) can be made prior to induction	Release time for FS staff visits to nurseries and pre-schools	Systems trialled by June 2016; reviewed and developed on an ongoing basis	Additional needs of pupils well understood at start of YR ensuring adaptations to curriculum can be made in a timely manner; in turn, this will secure good progress and attainment from these pupils

3b. Environment

Current Position	Action	Cost	Timescale	Success Criteria
Fire alarm system replaced; installation of maths huts, subsequent to this, has meant these are not connected to the main fire alarm	Extend fire alarm system to include maths huts	£2k	End of school year 2015-16	Maths huts connected to main fire alarm

Rolling programme of redecoration established through 5 year premises development plan	Ensure decisions about redecoration include consideration of the need for tonal contrasts	No additional cost to that budgeted for redecoration	Throughout 5 years of premises development plan	Appropriate tonal contrasts used in redecoration
Emergency lighting not compliant with regulations in all areas of school	Upgrade emergency lighting to ensure this is throughout the school building	£6k	End of school year 2015-16	Emergency lighting upgraded
Steps around school (inside and outside building) are currently marked	Ensure that steps are remarked as soon as this is required by including examination in health and safety walk-rounds	£20	Ongoing	Step markings remain clear and help prevent accidents
Some, but not all, interior doors have viewing panels. Some, but not all, door frames are of an appropriate width.	Ensure that viewing panels are included whenever doors are replaced, and consideration given to widening door frames whenever possible	To be considered on a case-by-case basis	As required	Replacement internal doors have viewing panels and door frames are of sufficient width
Fire exit outside Puffins and central garden both have steps rather than ramps	Consider installing ramps when playground next resurfaced / area next developed	£1k	When playground is resurfaced / central garden developed further	Puffins and central garden both have exit ramps
The pond and wildlife areas currently do not have disabled access	Ensure hard surfaces are included in plans for redevelopment of pond and wildlife area	£200-£500	End school year 2015-16	Hard surfaces around pond / in wildlife area
There is one disabled bay in the staff car park, but marking is unclear and this is often obstructed	Remark bay; continue to check that visitors have not obstructed this when they sign in to school	£10	End T3 2015-16	Disabled bay remarked and available for use as required
Medical needs of pupils – for example, with diabetes – met by staff	Ensure this remains the case, and that any new pupils with medical needs can also be supported adequately within school by liaising with parents and external agencies (incl School Health Nurse), and establishing protocols where required	Staff release / training time	Ongoing	Pupils with medical needs supported adequately within school

3c. Information

Current Position	Action	Cost	Timescale	Success Criteria
Information can be provided in different formats in liaison with relevant other services	Investigate specific equipment / skills needed to provide information in other formats as the need arises	TBC	Ongoing	Information provided in an appropriate format to allow individual pupils / parents to access fully