



Charlton Primary School

Charlton Village Road, Wantage, Oxon, OX12 7HG



Access to Education Statement and Plan

2018-2021



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Access Statement and Plan 2018-2021

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, Charlton 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 disability may mean that they experience specific difficulties related to accessing education and the physical environment. As part of our on-going commitment to the delivery of an inclusive educational service, we work hard to ensure that all our pupils receive a high standard of education and are supported in reaching their full potential. Good communication and cooperation 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 continue education as normally as the difficulty or disability 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.



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The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires school to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty of 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 a long 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 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.



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Some disabled pupils also have special educational needs (SEN) and may be receiving support via school-based SEND provision or have an Education, Health and Care Plan (EHCP). Just because a disabled pupil has SEND or has 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 SEND 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 SEND 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 on-going 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 the disabled 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.



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The Purpose and Direction of the School's Plan: Vision and Values

Charlton 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 and by the school values. 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
- Instil the school values to: Be Happy, Be Kind, Be Responsible.

The School's policies on Bullying and PHSE 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 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 plan.



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Information from Pupil Data and School Audit

Charlton Primary School currently has 402 children on roll from Foundation to Year 6. Of these, 41 children are currently on our Special Needs Register including children with Neurodiverse difficulties, Communication and Interaction difficulties and a number of children with specific medical needs including a pupil who has a life threatening medical condition. The school's governors, teachers, teaching assistants and lunchtime assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs.

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. Our third over-subscription criterion is 'Disabled children who need to be admitted to a school on the grounds of physical accessibility'.

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 2001 it has been against the law to discriminate in school admissions, education and associated services and exclusions. Parents have means of redress through admission 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.

Charlton Primary School has close working relationships with its feeder pre-schools with thorough transition arrangements in the summer term before starting school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.



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Other considerations:

- Charlton Primary School has had adaptations to improve access for those with physical disability. 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 disability. 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, No Pens Wednesday Communication Day
- Staff working with pupils with disabilities receive specialist training
- Our Raising Achievement Plan focuses on the five outcomes in 'Every Child Matters' underlining our commitment to equal access and opportunities for all children
- 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 if appropriate
- 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
- Lunchtime seating arrangements are considered pupils with a disability.



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As stated above, Charlton Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Special Educational Needs and Disability
- Equal Opportunities
- Safeguarding policy and arrangements
- Health and Safety policy
- Staff related policies, e.g. Risk Assessments, Return to Work etc.

This plan itself will be used to advise and inform other school planning documents and policies.

It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.



APPENDIX 1

ACTION ONE: Increasing the extent to which disabled pupils can participate fully in the curriculum			
Target	Action Needed	Outcomes	Time Frame
Continue to develop inclusive, quality first teaching	Information for teachers on differentiating and personalising the curriculum for pupils with additional needs	Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations and data show that all children make progress within lessons. Core offer sheets show the reasonable adjustments being made to support children.	Continuous
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.	Disability and Medical Registers are up-to-date.	Start of each academic year
	Annual questionnaire to parents to gain their views.	Data gained for the updating of Action Plans.	On-going
	Promote awareness of disability issues through assemblies and PSHE.	Assembly record and lesson plans.	On-going
	Identify and address training needs of staff to understand and meet the needs of disabled pupils.	Support staff and teachers receive appropriate training	On-going
	Provide specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum	Disabled pupils have access to equipment appropriate to their needs.	On-going to meet identified needs
Use of visual timetables	Visual timetables designed for use with identified pupils.	On-going	On-going



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Target	Action Needed	Outcomes	Time Frame
Disabled pupils and those with specific medical needs supported at play/lunch times if appropriate	Assign a designated TA to any pupil needing 1:1 support at play/lunch times	Disabled pupils feel safe and are supported with social interaction	On-going
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, clubs etc	On-going
Staff to be aware of Statutory Inclusion EHC Plans and show that they are using it within their teaching and learning	Revisit EHCP annually and at pupil progress meetings	EHC Plans permeates all aspects of the life and work of the school	On-going
	Review curriculum and other policies (in line with the review cycle) to ensure they clearly define their role in promoting equality for all members of the school community	EHC Plans is reflected in all policy documentation	On-going



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ACTION TWO: Access to the Physical Environment

Target	Action Needed	Outcomes	Time Frame
Improve the quality of provision for children with Social, Emotional and Mental Health needs	Provide a quiet area in the outside environment	All pupils who need access to a tranquil space or safe space due to emotional needs have a designated space. All pupils will have access to an adult specifically trained in supporting SEMH needs.	Continuous
Appropriate classroom displays for those with sensory needs	All staff are aware of the specific needs of individual children and consider this when decorating classrooms	All pupils who have sensory needs are able to see their classrooms as a safe place	On-going