Accessibility Plan 2022 - 2025

Vision Statement

At Ducklington CE Primary School our aspiration is that every child reaches their full potential in a happy, safe and stimulating environment. This vision is achieved through the Christian values of mutual respect, friendship, perseverance and responsibility

Introduction

Ducklington Primary School is a village primary school of approximately 220 children (7 Primary classes and a nursery class) with strong links to our local community. We work in partnership with parents, children, Governors and the wider community including The Witney Partnership of Schools, St Bartholomew's Church and Diocese of Oxford to improve outcomes for all our children. We have a strong focus on our core values which we explore through Collective Worship and PSHE and believe that this helps to create a warm and friendly atmosphere where we support, nurture and care for each other. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how Ducklington Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. The plan is to continue the work started in 2019, which was restricted between 2020 – 2022 with COVID restrictions.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term impact on his/her ability to carry out normal day to-day activities.

Areas of planning responsibilities

Increasing access for disabled pupils to the school 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).

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Contextual Information

Ducklington Primary School is a single storey building which houses seven classes. The main entrance and other entrances have level access. There is a toilet in the entrance hall which is accessible. At present there are no wheelchair dependent pupils, parents or staff.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities. There are pupils who have autistic spectrum needs and language impairment. We have a small number of pupils and parents who have a hearing impairment.

Increasing access for disabled pupils to the school curriculum.

The improvement of teaching and learning lies at the heart of the work of Ducklington Primary. Through self-review and Continuous Professional Development (CPD), 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.

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 permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Timescale	Responsibility	Success Criteria
Continue to increase confidence of all staff in differentiating the curriculum for specific needs	Staff Training plan Provide targeted training for ASD, Dyslexia , differentiation Can use send CDs	On going	SLT SENDCo	Raised staff confidence in strategies for differentiation and participation
Ensure support staff have specific training on disability issues	Awareness of issues Staff access appropriate CPD	As required	SENDCo	Raised confidence
Ensure all staff are aware of curriculum access for children with disabilities	Ensure pupil profiles are up to date and have good strategies Pertinent information sharing	As required	SENDCo	All staff are aware of individual needs
All educational visits to be accessible to all	Continue to use guidance to make visits accessible	As required	HT/EVC	All pupils in school able to take part in all educational visits
Ensure that all clubs are accessible to all	Audit of use of clubs by all groups Pupil premium funding can be used	As required	SLT	All to have access to clubs

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

There are a wide range of resources and equipment in place for day to day use. The school has improvement planning which continuously reviews replacement or improvement of resources.

Target	Strategies	Time-Scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, visitors, governors, parents/carers.	To create individual access plans as part of pupil profile process as required. Awareness of whole staff access needs and meet as appropriate	As required Induction and ongoing as needed	SENDCo Head teacher	Pupil profile in place for disabled pupils and all staff aware All staff feel confident that their needs are met
Layout of School allows access for all pupils to all areas	Consider the needs of all pupils and parents/carers when considering any improvements or redesign of buildings	As required	Head/Governors	Any designs are usable by all
Improve signage for visually impaired people	Ensure that yearly Governors walk considers this	Ongoing	Head/Governors	Visually impaired feel safe and can move easily around the school grounds
Ensure all disabled pupils can be evacuated safely	Pupil profiles should include a Personal Evacuation Plan	Check each September	SENDCo	All disabled pupils and staff with them can be evacuated safely in a fire.

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils)

This aim will ensure that we examine the current and prospective needs of disabled pupils. The school will need to respond to and meet the needs by making use of outside sources and its own communication structures.

Targets	Strategies	Time-scale	Responsibility	Success criteria
Review information given to parents/carers to ensure it is accessible	Provide signs, letters and all information in plain English. School office will support parents to access information and complete forms	During induction On going	Office	All parents receive information they can access
Improve access of written material for disabled pupils and families	Provide enlargements, off white paper and clear print for those with a visual impairment Website is fully compliant	As required	Office Class teachers	Feedback shows that access improves All groups can access information from the school website
Ensure all staff are aware of guidance on accessible formats	Dyslexia guidance training Voice of the child formats are varied according to need	On going	SENDCo	Staff use strategies to support those with SPLD