



## CHURCH COWLEY ST. JAMES C of E PRIMARY SCHOOL

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*Head Teacher: Steve Dew*

## Accessibility Plan

Church Cowley St James C of E Primary School adopted the attached plan at the Full Governing Body Meeting of 23<sup>rd</sup> April 2019.

The Accessibility Plan was produced by the school. The Governing Body will review this policy every two years.

Reviewed: March 2019

Approved: April 2019

Signed: .....  ..... Chair of Governors

Next Review: April 2021



## **Accessibility Plan**

At Church Cowley St James Church of England Primary School, we are committed to providing an inclusive, positive and challenging learning environment for every pupil. Our commitment to equal opportunities is an important aspect of our overall commitment to be a fully inclusive school and our belief that educational inclusion is about equal access to opportunities for all learners.

### **Purpose of plan**

This plan shows how Church Cowley St James C of E Primary School intends, over time, to increase accessibility for disabled pupils, staff, parents and carers and visitors.

### **Definition of disability**

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

### **Areas of planning responsibilities**

1. **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
2. **Improving access to the physical environment of the school:** This includes improvements to the physical environment of the school and physical aids to access education
3. **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 time frame.

### **Current range of known disabilities**

The school has pupils with a range of needs which include moderate and specific learning disabilities. We have a small number of pupils and parents who have sensory or specific physical disabilities.

**Planning responsibility 1: Increasing access for disabled pupils to the school curriculum**

Improving teaching and learning lies at the heart of our school. 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 pupil's needs within mixed ability, inclusive classes.

It is a core value of the school that all pupils are enabled to participate fully in the broader life of the school. Consequently, all children are encouraged to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Increased confidence of all staff in providing for a range of needs within their classroom	Evaluate the range of needs when planning CPD opportunities staff Provide whole school Special Educational Needs (SEN) training and specific disability training	Ongoing and as required	Head Teacher, Assistant Head Teachers	Raised staff confidence in meeting a range of needs through differentiation, increased pupil participation Raised levels of achievement and progress.
Ensure classroom support staff have specific training on disability issues	Support staff appraisal system to be used to identify specific training issues Provide in-house and specialist training where required	As required	Assistant Head Teacher for Inclusion, Head Teacher, phase leaders and subject leaders	Raised confidence of support staff Increased engagement of pupils with specific needs Raised levels of achievement and progress
Medical training to meet specific needs of individual pupils	Ensure all medical conditions are known across the school and training is provided from outside agencies, where applicable Use of Individual health plans where needed	As required	Medical lead	All medical needs are met, including Diabetes, Cystic Fibrosis, Epilepsy, personal care, etc.
Use ICT software to support learning	Install appropriate software to support learning where needed Specific training on ICT, where applicable as above	As required	Assistant Head Teacher (inclusion), Computing lead	Wider use of ICT to support learning for children with SEND.
The majority of after-school clubs are accessible to all	Ensure accessibility is accounted for when planning for clubs/activities	As required	All staff	After school clubs are accessible to all pupils
All educational visits to be accessible to all	Ensure each venue for educational trips and events is vetted for accessibility. Ensure transport is wheelchair accessible, where applicable	As required	Class teachers, overseen by curriculum lead	All pupils in the school are able to access all educational visits and take part in a wide range of activities and events.
Review PE curriculum to ensure PE is accessible to all	Gather information on accessible PE and disability sports Use Real PE curriculum to plan for accessible PE Invite disabled representatives of sports to come into school	As required	PE leader, overseen by curriculum lead	All children have access to PE and be given the opportunity to excel at sport

### Planning responsibility 2: Improving access to the physical environment of the school

Church Cowley St James is a large inner city primary school that is on a single level site, with one main building and 4 outer buildings: the Archer Block (years 1 and 2), the year 3 block and the

computer suite to the rear of the site, and the library block. Access to the computer suite and year 3 block is via slopes. There are ramps available into the main building through the photocopying link room, the fire door in the intervention space near year 5 and through a year 5 classroom. The other buildings are on ground level.

There are two accessibility toilets, one by the school office and one in the nursery block, with a full size changing bed and hoist.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis. Provision will be negotiated when a pupil's specific need is known.

Targets	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of access needs of children, staff, parents/carers and visitors	To create access plans for individual pupils when required Seek to find out needs of all through discussion Consider access needs in recruitment process	As required  Annually  As required	Assistant Head Teacher (inclusion), medical lead Head Teacher  Head Teacher	Access plans in place and all staff aware of needs All parents/visitors have full access to school site Access issues do not influence recruitment and retention issues
Access issues take priority in adaptations and improvements of the learning environment	The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises	As required	Head Teacher, School manager	All new building work/adaptations will take into account and meet the access needs of pupils and visitors
Improve signage and external access	Ensure steps are marked, yellow strip mark step edge	On going	Site manager	All staff and visitors have safe access to the school and signage and décor meets their needs
Ensure all disabled pupils can be evacuated safely	Put in place Personal Emergency Evacuation Plans (PEEP) for all pupils with disabilities Ensure all areas of the school can hear the fire alarm. Seek support from hearing impairment agency on appropriate equipment. Ensure all staff are aware of their responsibilities	As required  Annually	Medical lead, School manager	All disabled pupils and staff working alongside are safe in the event of a fire or evacuation.
Ensure visual and hearing equipment in classrooms and school areas to support VI/HI	Liaise with Visual Impairment/Hearing Impairment agencies on information with regard to the visual impaired and hearing impaired children	As required	Assistant Head Teacher (Inclusion), Visual/ Hearing Impairment service	All children have access to equipment
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware	Ongoing and as required	ICT lead	Hardware and software available to meet the needs of children as appropriate

### Planning responsibility 3: Improving the delivery of written information to disabled pupils

This includes planning to ensure that written information is accessible to pupils, staff, parents/carers and visitors. Examples might include handouts, text books and information about school events. The

information should take account of pupil disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Throughout the school, visual timetables are used and information is supported by signs and symbols for targeted pupils. Any letters that are sent home, information on the website and social media posts are written in easy to understand language and aim to be jargon free if possible.

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Review and improve access to information to parents/carers	Provide information and letters in clear print and 'simple' English Use symbols, large print, braille for parents/carers who may have visual impairment School office will support parents to access information and complete school forms	Ongoing As required	All, school office staff	All parents/carers receive information in a form that they can access All parents/carers are able to easily access information relevant to their child
Improve access to written information for pupils with visual impairments and dyslexia	Provide suitable enlarged, clear print for children with visual impairment Raise awareness in staff of using appropriate font size, page payouts, colours, etc. Audit the school library to ensure availability of large font texts	As required	Class teachers, Assistant Head Teacher (Inclusion), Literacy lead	All children can access written information
Languages other than English to be visible in the school	Modern foreign languages to be taught and evidence of this on display boards. Books in range of languages within school.	Ongoing	Class teachers, Literacy lead	Confidence of parents to access their child's education Celebration of languages spoken by children in our school
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.	Access to translators (Language Line and other sources), sign language interpreters to be considered and offered if possible.	As required	Assistant Head Teacher (Inclusion), Home School Link Workers	Prospective and current parents/carers and pupils can find out all that they would like to know about the school.