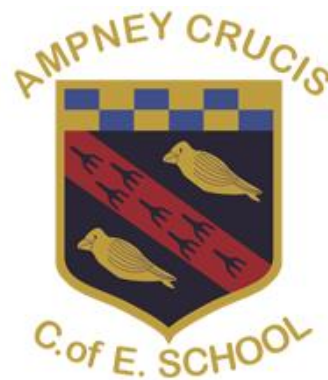


# Ampney Crucis C of E Primary School



## Accessibility Policy

Together we live, learn and flourish

Approved by:  
The Governing Body

Date: July 2020  
Updated: September 2021

Next review due by:

Date: July 2023

## **Our Vision Statement: Together, we live, learn and flourish.**

We are a Church of England School that provides pupils with an awareness of the global dimension and a respect for other cultures.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We aim to strive to do this as a school and a community, which means we include all and ensure that everyone has opportunities to flourish and be the best they can be.

### **Our Vision and Mission**

Ampney Crucis C of E Primary School recognises its foundation within the Church of England and aims to serve all its community with a vision that is deeply Christian. We, like the Church of England, have at our heart a belief that children are loved by God and believe they are individually unique.

### **Our Mission**

Ampney Crucis C of E Primary School is an inclusive and aspirational community where we strive to provide an education of the highest quality, which enables our children to reach their potential physically, academically, socially, morally and spiritually.

We strive to be a school family where everyone supports each other and works as a team. We want to welcome all and walk alongside those who need it most, looking outward, recognising when one part of our community suffers, we all suffer yet when one flourishes, we all flourish.

God himself has put the body together in such a way as to give greater honour to those parts that need it.

<sup>25</sup> And so there is no division in the body, but all its different parts have the same concern for one another.

<sup>26</sup> If one part of the body suffers, all the other parts suffer with it; if one part is praised, all the other parts share its happiness.

(Good News Version) 1 Cor 12:24-26

### **Our Duty under the Equality Act 2010**

- To promote equality of opportunity for disabled people; pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties

### **Our Equality Objectives**

Ampney Crucis Church of England Primary School makes all members of our community feel welcomed and valued. Our vision and values promote inclusion, equality and tackle discrimination. We have high expectations for all our children, irrespective of race, religion, gender or disability. Our equality objectives are guided by our core values.

- To increase understanding of religious/faith diversity (including people who do not have a faith) and to develop an awareness of the history of religious intolerance in Britain and Europe and to learn to promote tolerance and understanding.
- To address pupil mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in childhood but have a greater impact in adult life.
- To promote cultural development and understanding through a rich range of experience, both in and beyond the school.

### **The Purpose of the plan**

- Increasing the extent to which disabled pupils can participate in our curriculum
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

## How will the Plan work?

It is a requirement that the schools' Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached showing the priorities identified for action along with how they will be addressed within a given timeframe. Success criteria will be set so progress and outcomes can be measured. This plan will be reviewed and updated every three years.

The plan will be made available online on the school website.

Monitoring the implementation of the plan is the responsibility of the Resources Committee and they will report regularly to the FGB.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

# Accessibility Policy

## 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>TAs are timetables to best meet pupil needs rather than class based.</p>	Regular progress meetings to track progress and review provision and impact.	Termly review of timetable, interventions and impact.	Head teacher	Termly	Data demonstrates all pupils making progress. Data demonstrates that there are no significant gaps between pupils with additional needs and those without.
Improve and maintain access to	All staff to be vigilant about H & S- itemised agenda item for every	Termly H & S walk by Resources Committee.	Governor annual schedule to include H & S walks.	Chair of Resources – delegation to	Twice yearly	All areas accessible for all pupils and visiting professionals.

the physical environment	<p>staff meeting. Any concerns reported.</p> <p>Regular Maintenance.</p>			other Governors if appropriate.		
Improve the delivery of information to pupils with a disability	Adapted texts and scaffolded learning together with work matched to ability plus challenges enables all children to access learning. When children require it, their own text will be provided rather than accessing materials on the board.	<p>Strategies discussed with the SENDCo for any children on SEND concern.</p> <p>All classes have access to ipads, laptops and chrome books.</p>	Termly monitoring schedule to gather information about what is working well and what the barriers are to progress and learning.	Head teacher Class teachers	Termly	Evidence of individual learning and progress.

# Accessibility Policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One storey building			
Corridor access				
Lifts	N/A			
Parking bays	Available right by the front door.	NONE		
Entrances	Double door that can be opened.			
Ramps	N/A			
Toilets				
Reception area				
Internal signage	Fire guidance in place			

Emergency escape routes	All routes have emergency lighting			
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