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Headteacher: Mrs J Exton

Accessibility Policy and Plan

January 2021

This policy was reviewed in January 2021 and approved by the Governors in February 2021.

Signed ...J. Exton..... (Headteacher)

Date.....

Signed (Governor)

Date.....

Date of review: January 2022



Our vision is to inspire a love of learning and discover how to make a difference in our world.

“With God, all things are possible.” Matthew 19 v26

Our school vision is drawn from our Christian Values and school aims.

Our Christian Values are to:

- **Inspire** curiosity awe and wonder
“...O Lord, how manifold are your works! In wisdom you have made them all; the earth is full of your creatures...” (Psalm 104:26)
- **Nurture** our talents, interests and individuality
“We have gifts that differ in accordance with the grace that has been given to us, and we must use them appropriately.”(Romans 12:6)
- **Celebrate** all achievements, large and small
“In all the work you are doing, work the best you can. Work as if you were doing for the Lord, not for people.” (Colossians 3:23)
- **Dream** bigger dreams
“Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable...if anything is excellent or praiseworthy, think about such things...put into practice. And the God of peace will be with you.” (Philippians 4:8&9)

As a school we are a kind, caring community built on Christian foundations of love and respect.

We are a school where:

- Everyone matters and all are equal.
- We all have a clear sense of belonging.
- Individuality is celebrated.
- Everyone is proud of themselves and proud of the school.

“Let every detail in your lives—words, actions, whatever—be done in the name of the Master, Jesus, thanking God the Father every step of the way.” Colossians 3:17

Because we are all special in God’s eyes.

5Rs for Lifelong Learning

We aim for our learners to be able to show and live these values in everything they do.

- **Readiness** – this shows in your motivation, curiosity, the belief that you can achieve and that you deserve to be successful
- **Reflectiveness** – this shows in looking back, improving your learning and performance, and practicing
- **Responsibility** – this shows in your self-awareness in learning, taking ownership of your learning, and being able to learn alongside others
- **Resilience** – this shows in keeping going, learning under stress, and managing your feelings about learning and the people you are learning with
- **Resourcefulness** – characterised by learning with and from others, learning creatively in different ways, being flexible, applying what you have learned

Introduction

At Uppingham C of E Primary School we believe that every child should have access to a broad, balanced and relevant curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

Aims and objectives

- To increase the extent to which disabled pupils or those with a medical condition can participate in the curriculum.
- To improve the physical environment of the school to enable disabled pupils or those with a medical condition to take better advantage of education, benefits, facilities and services provided.
- To improve the availability of accessible written information.

Our accessibility plan (at the end of this document) has been drawn up based upon the needs to the school and the school site, in conjunction with parents, staff and governors. The accessibility plan will be reviewed annually in respect of progress and outcomes.

The plan will be made available online on the school website and paper copies are available on request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our plan will contain actions to:

- Increase access to the curriculum for pupils with a disability or medical condition, expanding the curriculum as necessary to ensure pupils with a disability or medical condition are prepared for life; this covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers provision of specialist or auxiliary aids and equipment which may assist pupils in accessing the curriculum.
- Improve access to the physical environment of the school, adding specialist facilities as necessary – this covers improvement to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples may include handouts, timetables, and information about the school and school events; the information should be available in preferred formats within a reasonable time frame.

The accessibility plan relates to the key aspects of the physical environment, curriculum and written information.

Development Area	Results Required	Performance Measure	Approach/Actions	Led by	Monitoring Strategy
<ul style="list-style-type: none"> Improving curriculum access Training for Awareness Raising of Disability Issues 	<ul style="list-style-type: none"> Increasing the extent to which disabled pupils can participate in the school curriculum - formal curriculum Teachers and TAs have the necessary training to teach identified pupils Whole school community aware of issues relating to access 	<ul style="list-style-type: none"> Identified pupils achieve or exceed their individual learning targets Increased access to the National Curriculum All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum 	<ol style="list-style-type: none"> CPD Programme for Teachers and TAs reflect needs. Use expert advice and specialist training for the identified pupils. Training for teachers and other staff on differentiating the curriculum. Provide training for staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school. Consider the appropriate deployment of learning support - TAs, pupil groupings, peer support and timetable implications. Consider the provision of technological aids and adaptations to facilities. Update provision maps, Inclusion Policy and Local Offer. Undertake an audit of staff training requirements. 	SLT and SENDCo	<ul style="list-style-type: none"> Annual reviews of Educational Health Care Plans. Parental consultation meetings. Local Governing Body monitoring reports and subject leaders monitoring reports. Discussions with Inclusion Team. Audit of staff training requirements.
Curriculum access	<ul style="list-style-type: none"> Increasing the extent to which disabled pupils can participate in the school curriculum – informal curriculum. Teachers and TAs differentiate planning and provision appropriately. 	Identified pupils achieve or exceed their individual learning targets.	<ol style="list-style-type: none"> Make staff aware of the implication of the DDA, New SEN Code of Practice and National Inclusion Statements. Differentiate planning and provision - planning audit and staff discussion Monitoring visits by external Specialists. Ensure staff are aware of all available support. SENDCo/HT Full audit of current intervention strategies - including evaluation procedures (Construct provision map). 	SENDCo/HT	<ul style="list-style-type: none"> Planning scrutiny Monitoring visit Intervention/provision map

Curriculum Access	<ul style="list-style-type: none"> Increasing the extent to which disabled pupils can participate in the wider school curriculum e.g. clubs, visits, extra-curricular events, playground etc. All out-of-school activities are planned to ensure the participation of the whole range of pupils. 	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	<ol style="list-style-type: none"> Ensure all risk assessments are fully in place for on and off site visits Audit of breakfast club and after school activities. Full accessibility audit by Resources Director and Facilities Manager. Review all out-of-school provision to ensure compliance with legislation. 	HT PO	<ul style="list-style-type: none"> Whole school H&S Risk Assessment by external contractor – annual presentation to Local Governing Body. Monitoring report from LGB and PO. Before and after school clubs survey. Attendance register.
Curriculum access	<ul style="list-style-type: none"> Classrooms are optimally organized to promote the participation and independence of all pupils. 	<ul style="list-style-type: none"> Increase in access to the National Curriculum. Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. 	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	HT PO Class T	
Delivery of written material	<ul style="list-style-type: none"> Improving the delivery, to disabled pupils, of information that is provided in writing for pupils who are not disabled e.g. handouts, timetables, newsletters, notices, web pages etc. Availability of written material in alternative formats. 	<ul style="list-style-type: none"> Identified pupils understand/ have knowledge of school events and key information. The school will be able to provide written information in different formats when required for individual purposes. 	<ol style="list-style-type: none"> The school will make itself aware of the services available for converting written information into alternative formats. Teacher or TA reads information with identified pupils' information provided in specialized formats e.g. Braille, large print, in simplified language, on CD/MP3, read facility included on Website. Ensure appropriate training for classroom staff so that they are familiar with technology, pedagogy and practices 	Class teachers	

	<ul style="list-style-type: none"> All school information available for all. 		<ol style="list-style-type: none"> Review all current school publications and promote the availability in different formats for those that require it. Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials. 		
Physical environment	Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated extended services.	Audits/surveys identify areas to be developed and budgeted for.	<p>Suitability and Condition Survey. Accessibility audit. School Accessibility Audit– informs budget setting</p> <ul style="list-style-type: none"> Improve signage to indicate access routes around school Signs indicate disabled car parking bay, access plan of building in reception are for visitors to school Ensure disabled parking spaces are available for parents and pupils Portable ramp in school to enable access throughout school 	LGB HT	Summary of reports/survey presented to LGB.