



Lewknor Church of England Primary School

Accessibility Policy

December 2023 – Review December 2026



OXFORD DIOCESAN
BOARD OF EDUCATION

Christian Vision

Building strong foundations for a happy and successful life

Like the wise man who built his house on rock (Matthew 7: 24-27), we seek God's wisdom to enable us to nurture our school community so that all can flourish and achieve their best in every aspect of school life.

This policy has been drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, the Equality Act 2010 and The Oxfordshire County Council Schools Accessibility Strategy 2013.

Access Plan Aims

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to increase pupil access
- Improve the delivery of information to disabled pupils

Monitoring will be a constant process. The Governors, Head Teacher/SEND Coordinator (SENCo) will make the necessary amendments. Health and Safety issues may be raised and concerns addressed.

If a pupil with special medical requirements and a particular disability which restricts mobility around the school site is offered a place, a support meeting will be held consisting of the Head Teacher/SENCo and Class Teacher.

Curriculum

With consideration to reasonable adjustments, reasonable expectations and financial restrictions, the school will endeavour to:

- Give full disclosure of relevant information during transfer to the next teacher
- Hold regular meetings between parents and carers, class teacher, support staff and SENCo to address needs, concerns and progress
- Address needs and support through training of staff
- Share good practice
- Seek professional, relevant support and advice

Physical Environment

Where physical access to the site is difficult for a prospective pupil, the school recognises the need to be proactive in enabling such access.

The school, as a Grade 2 listed building, is limited as to how much change can be effected. However we do have a disabled toilet on site.

When new play or teaching equipment is purchased, the suitability for its use with disabled pupils will be considered.

Where the school cannot provide facilities such as large recreation areas suitable for games and swimming lessons, staff will use alternative provision that fulfills curriculum requirements.

Delivery of information

The school will provide documents in relevant forms (e.g. large print) if requested. When necessary, training will be provided for all staff in order to communicate better with children with SEND. In some cases this will be provided by the SENSS service if the needs of the child are such that their expertise is needed.

The school will plan and invest in classroom technology to better facilitate communication with pupils.

Specific Needs

Where resources permit, physical adaptations will be made to provide a quiet room for supporting children with hearing impairments. We do have some smaller work spaces with better acoustics than the large classrooms that can be used. If an environmental audit is needed to access the physical accessibility for children with a visual impairment, the school will seek external advice and support.

Physical adaptations for children are often specific to the individual child. The school will consider all recommendations made by an occupational therapist or professional from the SENSS team.