

CROPREDY CE SCHOOL ACCESSIBILITY PLAN

Cropredy School

Setting

Cropredy School is a Church of England controlled Primary School that is situated 5 miles north of Banbury on the Northamptonshire/Oxfordshire/Warwickshire border. The school serves the children of Cropredy, Mollington, Wardington, Claydon, Williamscoth, Great and Little Bourton. There are 172 children on roll ranging from FS (4 years) to Year 6 (11 years). The school buildings, all on one level, have been extensively improved over the years.

The main building (oldest part of the school) houses the admin staff, the hall, staff toilet, kitchen and staff room.

The school block which houses the KS 1 and KS 2 classrooms, head teacher's office, library, pupil's toilets and was improved in 2007. All classes have access to IWB.

In September 2006, a Partnership Foundation Stage Unit was opened – this is separate to the main building, with 2 'classrooms', pupils toilets, an office and 1 staff/pupil disabled toilet.

The school sits in attractive grounds which includes a large school playing field, a quiet garden, and a Forest School Site. The grounds are bordered by the village stream and the Oxford Union Canal.

Mission Statement

We recognise that all children are individuals with individual needs. Our concerns are for the all round development of each individual child; social, moral, spiritual, cultural, physical and mental. The school aims to be inclusive in all things and to ensure that every child and adult working in its environment has access to the curriculum, the physical environment and information.

We encourage children to be positive learners and to take personal responsibility for their actions. We work in partnership, developing understanding, respect and care for one another and the community in which we live.

Ethos

Cropredy is a Church of England Primary School based on Christian principles and values. The school aims to provide a supportive, stimulating, secure and happy environment where high standards of learning are expected and where every member of the school is respected and valued.

Spirit of the School

The school community includes the children, all the staff who work here or visit as well as the people who live in Cropredy and the surrounding villages.

Within the atmosphere of belonging, children find encouragement to succeed and to develop their particular and individual talents.

Good progress and achievement are expected in both their work and their personal development; the children are counted upon to observe high standards of behaviour and courtesy.

Health Promotion Statement

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Our school is committed to promoting the health of our community. We believe that good social, emotional and physical health are essential resources on which the foundations of a healthy school are built, and that the values and aims of our school actively promote a healthy lifestyle.

School Aims

The Governors and staff aim to:

Share the responsibility with parents for all areas of their child's learning.

Provide a high quality education for all of the pupils.

Provide a curriculum which develops the individual's confidence, independence and full potential to maximise development of intellectual, physical, social, emotional, spiritual moral and creative abilities.

Provide positive experiences and a supportive environment to help pupils and others develop enquiring minds and become self-motivated lifelong learners.

Provide support for all pupils to achieve the intended outcomes of the Every Child Matters agenda:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

School Values

- To be kind and caring in a happy and secure environment.
- To work co-operatively and in partnership.
- To have respect for one another to value all individuals equally.
- To have high expectations which challenge and support each individual to reach their full potential.
- To value learning throughout life.
- To behave in a consistent and positive manner.
- To recognise and foster individuality, developing confidence, independence and potential.

We hope you will recognise these values in the attitudes of the staff and the attitudes and behaviour which we encourage the children to develop.

SEN Register

There are currently 11 on the SEN register. The teaching staff are trained and supported by professional advisors. The diversity of pupils' needs is met through co-ordinated planning and lesson delivery. There are currently no children on the school roll with a recognised physical disability.

Summary

Areas for development have been identified and addressed in the context of the schools current and potential needs.

We focussed on 3 areas –

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- **Access to the school curriculum** – to increase access to the school curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and culture activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- **Access to the physical environment** – to improve the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- **Access to information** – to improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available on request in various preferred formats within a reasonable time frame.

Publicity

A copy of this plan will be available for inspection in the school office and as part of the school profile.

Monitoring

The implementation of this plan and the effectiveness of its strategies will be maintained by the Head teacher and the Governing Body.

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1. Access to the school curriculum			
Target	Action	Responsibility	Outcomes
To ensure the school develops children's awareness of disability	Review PHSE policy and curriculum to ensure disability awareness is taught effectively. Provide opportunities for children to meet with people with a variety of disabilities. Review provision in other areas of the curriculum e.g. P.E. Review library resources that promote positive images of disability. Invite disabled speakers/visitors to school assemblies/events.	HT PHSE subject lead Teaching staff	Children to gain an awareness of disability. Children with a disability to fully access the curriculum
To ensure all pupils have full access to trips and extra-curricular activities	RA prior to trips. Plan trips and activities with parents to ensure access. Provide support for pupils to ensure they can access out of hours activities.	EVC HT SLT	Fully inclusive for all pupils
Differentiation in teaching	SLT to monitor quality of teaching and learning	HT SLT	Pupils to access the full curriculum
Classrooms are organised to promote the participation and independence of all pupils	SLT/SenCo to carry out an audit of resources. Classes are physically arranged to allow access to all learning activities by all pupils.	SenCo HT SLT	Children to move around school independent to access their learning
Staff training to support pupils	On-going training e.g. – in – house;Warriner; BPS – for teachers and TA's	SenCo	Staff up to date with training and feel informed

2. Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education			
To provide appropriate access to all users	To seek information on the needs of users and pupils. Clearly signal access to toilets and exits.	HT Govs	
To ensure that disabled adults are considered equally with others for posts in the school	To welcome all applicants for teaching, TA, admin and support staff posts.	HT Govs SLT	Rigorous and fair trained selection panel
To ensure appropriate support for disabled pupils in the event of an emergency evacuation.	PEEP (Personal emergency evacuation plan) in place for those pupils who are unable to independently follow procedures for any reason.	HT All staff	PEEP's in place

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	Reviewed and updated annually or as necessary.		
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3.Making written information accessible to pupils and parents in a range of different ways			
On request review information to parents/carers is accessible	Ask parents/carers about access needs when a child is admitted to school. Ask parents/carers about access to information	HT Staff	Information recorded on admission forms and shared with staff
To increase support for parents of children with a disability	To encourage parents of children with a disability to support their children's education. To discuss parental support needs as part of regular review meetings.	HT SenCO SLT All staff	Feedback from regular meetings with parents over the year to review needs
To help children become more aware of their own learning styles and access needs	Give children opportunities to experience different learning styles. To encourage children to define their preferred learning styles.	Teachers/TA's	Children to be confident with their learning and make good or better progress.

Hilary Stevens – Headteacher

Next review date – October 2019

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