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## Accessibility Plan: 2024 - 2027

*The Corporation of Oundle School includes both Oundle School, a boarding and day School for pupils aged 11 – 18 and Laxton Junior School, a day School for pupils aged 4 - 11. This policy applies solely to Laxton Junior School.*

### Introduction and Aims

We are committed to ensuring equality of education, opportunity and access for all our pupils. We aim to develop a culture of inclusion and diversity in which our children are able to participate fully in all aspects of school life.

This Accessibility Plan is committed to ensuring that all aspects of our approach reflect the areas recommended and required by legislation and adheres to the Equality Act 2010 in its deliberations and decisions.

We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated. Achieving accessibility for all our community is an important and ongoing focus for our school and we are committed to improving our environment, resources and processes to promote equality for all.

We recognise that promoting equality for all will improve access for everyone. Our aim, therefore, is to make equality a central part of the way we work by putting it at the centre of policy making, practices, procedures and employment practice.

The aim of our Accessibility Plan is to:

- Increase the extent to which disabled pupils, including those with special educational needs, can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the provision of information to disabled pupils

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. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

### Definition of Disability

Under The Equality Act 2010 a person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day to day activities.

## Responsibility

Overall responsibility for monitoring and evaluating the effectiveness of the Accessibility Plan resides with the Governing Body, who delegate this responsibility to the Head. The Head works alongside designated members of the Laxton Junior School team, who are responsible for developing the Plan, identifying priorities for action and coordinating its implementation. This team includes the following staff members:

- Head
- Deputy Head
- Designated Safeguarding Lead
- Assistant Head Academic
- Assistant Head Admissions
- Head of Educational Support
- Operations Manager

Whilst these staff have overall responsibility for developing the Accessibility Plan, involvement and consultation around the Plan extends to the Laxton Junior School community.

## Involvement and Consultation

The school recognises that the involvement of disabled children, staff, parents and members of the school community who use the school facilities is essential. We aim to gain their involvement by:

- Discussing accessibility with the School Council so that they can share their ideas
- Building accessibility into Learning for Life lessons and encouraging children to share their ideas
- Using SEND review meetings to highlight any specific requirements
- Highlighting in school documentation and on the school website our approach to accessibility
- Liaising with pre-schools, playgroups, nurseries, and the schools of prospective pupils to understand the needs of individual children as they transfer to our school
- Reminding parents and carers at Parent Conferences that staff are available to discuss ways in which we can improve the provision for disabled children
- Asking all community members to communicate any concerns so that we can provide, within reasonable means, an equality of access to the education and opportunity that we provide
- Consulting with specialist disability bodies and groups as required

## **Increase the extent to which disabled pupils can participate in the 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.

- Small class sizes enable greater personalisation of the curriculum
- Individual Education Plans enable staff and children to work on specific targets relevant to their needs
- Teaching and pastoral staff are provided with information on all pupils with additional needs
- Staff deliver a curriculum using a variety of appropriate resources and adopt adaptive, responsive teaching to tailor the learning to all children
- Regular progress reviews take place with parents; Academic Heads of Department lead regular pupil progress meetings to ensure all children with SEND are catered for
- Target setting takes into account the needs of children who require support; children are actively involved in their own learning and target setting
- Educational Support staff identify and support children with a range of SEND
- The curriculum is regularly reviewed to ensure it is appropriate for all children
- Educational visitors and trips are accessible to all current pupils
- Curriculum resources include examples of disabled children
- Teaching assistants support children with specific needs
- The Pastoral team, Mental Health Lead, Head of Education Support and Therapeutic Pastoral Mentor work together in support of children with SEND
- External learning specialists work in conjunction with teachers and Educational Support staff
- Laptops/iPads and other technologies are used to support children with SEND

## **Improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided**

This includes the current physical environment of the school and the use of physical aids to access education.

- All staircases have double height handrails
- The second floor is accessible by a lift
- Corridor width enables accessibility
- Disabled toilet facility
- Resources regularly used by children are at an appropriate height
- Disabled parking space reserved near main entrances for ease of access
- Physical environment is safe and welcoming
- All entrances, exits, and classrooms to have wheelchair-accessible doors
- Dining and swimming facilities have ramp access
- All inside learning spaces are well lit and have excellent acoustics
- Education Support room is on the ground floor, making it accessible to pupils with physical disabilities
- Individualised plans are put in place to support pupils who have temporary disabilities e.g. broken leg
- Quiet spaces are available for pupils who may need sensory breaks e.g. Oasis, Library

## **Improve the availability of accessible information to disabled pupils**

This includes the written information that is provided by the school to its pupils including disabled pupils.

- Coloured overlays or paper are used to support children with dyslexia
- Modified print, coloured paper and enlarged papers, is made available to pupils if required
- Important information is made available through Form Teachers, Tutors and the peer network (e.g. House Captains), assemblies, handouts, noticeboards, leaflets and posters
- Child-friendly timetables available in all classrooms
- All pupils, when using School devices, can access in-built accessibility options

## Action Plan

This Action Plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010. Timeframes refer to ongoing, Short Term (2024/25), Medium Term (2025/26) and Long Term (2026/27) objectives.

Aim	Objectives	Actions	Responsibility	Timeframe	Success Criteria	Ongoing Review
<b>Increase the extent to which disabled pupils can participate in the curriculum</b>	To provide bespoke training for staff who work alongside children with an identified disability	Any child identified to have a disability will be communicated to DH and then all staff. Bespoke intervention or training will be put in place for appropriate staff.	EJL	Ongoing	Disability identified. Bespoke intervention planned. Staff trained. Continue to review and monitor.	
	To enhance existing training by establishing regular opportunities for staff to refresh and upskill in inclusive teaching practices	Head of Education support to establish a training programme for teaching staff for 2025-2025	EJL	Medium	A calendar of training opportunities is established and communicated to staff. Staff feel increasingly confident and competent in inclusive teaching practices.	
	Ensure new staff joining the school have knowledge and understanding to support SEND pupils	Ensure all new staff receive a focused introduction to SEND as part of their induction, covering the school's SEND policy, key strategies, and the graduated approach. Give new staff early access to SEND pupil profiles and individual support plans, with guidance on how to use them effectively in planning and teaching.	EJL SMC	Ongoing	New staff can identify and explain the needs of pupils with SEND in their classes. New staff use pupil profiles to inform their planning and classroom practice. New staff know who to approach for SEND-related support. Observations show evidence of inclusive teaching strategies in use. Feedback from new staff reflects confidence in supporting pupils with SEND.	
	To provide a curriculum that enables all pupils to make progress and achieve	Any child who is identified as having a disability will receive bespoke support to enable them	SAH EJL	Ongoing	Disability identified. Identify barriers to curriculum.	

		to access the curriculum both in and outside the classroom.			Bespoke intervention planned. Staff trained. Continue to review and monitor.	
	To be up-to-date and informed about the curricular access needs of all children at LJS	Assistant Head of Admissions and Head of Educational Support will communicate regarding required access arrangements.	EJL REW	Ongoing	Information from previous schools accessed. Communication with parents, external agencies, Form Teachers, Tutors and relevant staff.	
	To continually develop staff understanding and expertise of differentiating and scaffolding across the curriculum	Regular training needs 'temperature checks' undertaken. Sustain and continually strengthen Quality First Teaching as a core approach across the school.	SAH EJL	Ongoing	Time and resources given to allow training to take place. Teaching staff feel confident when differentiating/scaffolding in class. Teaching staff confident to identify data trends and groups.	
	To incorporate accessibility requirements into the planning of educational visits	Regular review of current residential trips around their accessibility. Include accessibility requirements as a consideration on the Educational Planning checklist.	SMC	Ongoing	Residential trips have been reviewed with accessibility focus. For any new residential trip location, accessibility will form part of the decision-making process about the setting.	
	To work with prospective parents, nurseries and schools to develop understanding of access needs	Communicate with relevant individuals and settings to ensure information is shared.	REW	Ongoing	Last two reports are requested. Questions about access needs are asked on Pupil Information Form and Online Joining Instructions. Information clarified with parents. Previous setting is contacted.	
	To ensure that all relevant policies reflect our commitment to providing equality of provision	Include sections on equality, accessibility, inclusion, and diversity into relevant curriculum policies.	SAH/SMC	Medium	Curriculum policies have a clear statement on the school's approach to equality, diversity and inclusion.	
	To develop relationships with outside agencies	Understand pool of expertise in the local area.	EJL	Ongoing	Strong relationships with local experts established.	

Aim	Objectives	Actions	Responsibility	Timeframe	Success Criteria	Ongoing Review
<b>Improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided</b>	To maintain clear and well-organised corridors, classrooms, and learning environments.	Inclusion of objective on H&S walk. Review current objects in corridors and review placement .	SMC KF	Ongoing	All corridors, classrooms and learning environments are kept clear and accessible.	
	To ensure that all signage is clear and visible around the school	Checks included in monthly H&S walk and Operational walk.	KF	Ongoing	Clear signage is in place and visible around the school.	
	To ensure that all new parents are invited to share any access arrangement needs for their children	Acceptance Form and the Pupil Information Form to be used to capture relevant information.	REW	Ongoing	Parents contacted for further information and discussion where information is disclosed.	
	To respond to any new access arrangement needs highlighted by prospective parents	Ensure communication is clear and concise to all parties involved. Develop processes to share information between admissions and educational support. Information to be passed to EJJ by REW when received.	REW EJJ	Ongoing	Information from previous schools accessed. Communication with parents. Communication with external agencies if necessary. Communication with Form Teachers, Tutors and relevant staff.	
	To include a visual alarm as part of our fire alert system	Investigate with the estates department if required.	KF	Long Term	All children are able to see clearly if there is a fire alarm.	
	To include a hearing loop in the hall	Investigate with the estates department if required.	KF	Long Term	Children with hearing aids are able to hear clearly.	
	To undertake an Accessibility Audit and feed any findings into Accessibility Plan	Plan and carry out an audit in the Lent 2025.	Accessibility Team	Short Term	A review of the current accessibility arrangements of LJS is fully understood, and this information used to inform the Accessibility Plan priorities.	

Aim	Objectives	Actions	Responsibility	Timeframe	Success Criteria	Ongoing Review
<b>Improve the availability of accessible information to disabled pupils</b>	To ensure all children are positioned in their learning environment so that they can access all information	Understand the disability and the needs of the child and make the necessary adjustments to ensure full accessibility.	EJJ	Ongoing	Have access to external reports from specialists. Training for teachers. Clear communication between all staff involved.	
	To develop our provision of information in the light of new and specific needs	Understand new and specific needs and respond accordingly.	REW	Ongoing	New and specific needs to be provided for as appropriate.	

	To support parents understanding of the curriculum so they can support their children at home	Clear communication of year group objectives and expectations as well as individual targets.	SAH / REW	Ongoing	Parents feel fully informed about and involved in their children's education and able to provide support based on the School's recommendations.	
	Provide regular updates to the Governing Body on the ongoing approach to accessibility, equality, diversity and inclusion	Governing Body papers, where appropriate, include reference to accessibility and equality, and the Accessibility Plan is reviewed by Governors.	LYW	Ongoing	Governors have a clear view of how accessibility is supported and enabled at LJS	
	To provide staff training on equality, diversity and inclusion	Continue to have touchpoints of EDI considerations and training to support staff awareness and understanding.	LYW SMC	Ongoing	Accessibility, equality, diversity and inclusion becomes central facet of ongoing School strategy and is celebrated and promoted in all aspects of school life.	
	To share key information with children in different formats so that they understand what is happening around them in school	Ensure classes have mechanisms to share information, including Form Time and noticeboards. Include staff notices in assemblies.	LYW	Ongoing	All children understand what is happening in school and can embrace the wide variety of opportunities on offer.	
	To ensure the Displays Policy is followed so that displays are accessible to all pupils	Revisit the Displays Policy and expectations with staff.	SAH	Medium Term	Ensure height, colour, font, placement of wording and text is appropriate and accessible	

## Linked Policies

This Plan should be read in conjunction with:

- Admissions Policy
- Assessment Policy
- Curriculum Policy
- Displays Policy
- Educational Support Policy
- English as an Additional Language Policy
- Equal Opportunities Policy
- Teaching and Learning Policy

<b>Reviewer</b>	Lydia Waller
<b>Post of Reviewer</b>	Head
<b>Review Date</b>	Lent Term 2025
<b>Governor Review</b>	Michaelmas 2024
<b>Reviewed and filed with both Schools</b>	Lent 2025
<b>Next Review (max 3 years)</b>	Biannually then Michaelmas 2027