Christ Church CofE Primary

Accessibility Plan

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Approved by:	**LGB**	**On: September 26**
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At Christ Church C of E (VA) Primary school we believe that every child should be encouraged to reach their full potential and let "Their Light Shine". This concept underpins our values and is integrated into all areas of our school life. We have keywords that help us link these principles, these are:

S - Successful
H - Happy
I - Included
N - Nurtured
E - Enriched

It is important that our Accessibility plan echoes these beliefs and reflects the way we educate the children in our care. The essence of the accessibility plan is to make everyone feel welcome, accepted and happy.

A person is considered 'disabled' under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. (www.gov.uk/definition-of-disability-under-equality-act-2010)

Introduction

The school recognises its statutory duty of care which requires that the Governors of the school have responsibility for the following:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.
- promote equality specifically in relation to disabled pupils

'The Equality Act 2010 (the Act) replaces the previous anti-discrimination laws with a single Act. It simplifies the law, removing inconsistencies and making it easier for people to understand and comply with it. It also strengthens the law in important ways, to help tackle discrimination and inequality. The majority of the Act came into force on 1 October 2010' (Equality Act 2010, Equality Public Sector Duty).

This requires that the Governors of the school have responsibility for the following:

- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- follow the admissions policy in relation to disabled pupils
- to ensure that pupils are not discriminated against because of something that is related to, or is a consequence of, their disability
- to increase access to the 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; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- to maintain access to 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 within a reasonable timeframe;
- to ensure access to written information for pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information will be made available in various preferred formats within a reasonable time frame.

The purpose and direction of the school's plan: vision and values

Through partnerships with local communities, Christ Church Primary School will strive to create a happy, safe, inclusive and challenging learning environment that develops independent, healthy and confident learners.

We will ensure that all our learners, including those with a disability, have access to the curriculum and that their school experience is a valuable and rewarding one. We will encourage them to aspire to the highest standards and value themselves and others and the contribution they can make within the school and the wider community.

Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. A minority of pupils will need access to specialist equipment and different approaches. The purchase of such equipment should be done as a reasonable adjustment unless linked to a pupils EHCP when it should be funded through SEN funding.
In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively the staff and governors aim to work with the wider school community partners to:

- Promote equal opportunities for all as an inclusive school and will make any reasonable adjustments, specific to the Disability Act, to the curriculum where required to cater for the needs of disabled pupils.
- Equip all of our pupils with the necessary life-skills to become literate and numerate in order to gain a lifelong means of communication.
- Set high standards for all pupils to strive to achieve, including those with a disability in all curriculum areas. Adapt lessons as necessary to include those with a disability. This will be in line with the National Curriculum inclusion statement which states that: 'With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work' (National Curriculum, 2014).
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.
- Provide opportunities for everyone to make a positive contribution to the community and wider world.
- Nurture an awareness of the need for a healthy lifestyle.
- Develop pupil collaboration and independent learning opportunities.
- Celebrate progress as well as attainment of all pupils.
- Opportunity for feedback about progress to encourage children to move on and understand their next steps.
- To provide appropriate induction for all new staff and governors.
- As a result of the school having an increase in the number of ASD pupils admitted following the establishment of a Focus Provision, it is important that we have regular ASD awareness days and staff training to ensure there is a good

understanding of ASD pupils and their needs. Specific ASD training is delivered; specialist staff are employed to oversee the provision.

- Maintain the inclusive nature of the school.

The main priorities in the school's plan.

Increasing the extent to which disabled pupils can participate in the school curriculum

As stated previously our vision is of a fully inclusive school with equal opportunities for all underpinned by the principles of the National Curriculum Inclusion Statement and our school vision. Curriculum plans are written to ensure that suggested activities are accessible to all pupils and that reasonable adjustments have been made.

High quality teaching and learning for all is a priority in the school improvement plan. Ensuring all teachers are aware of their duty in regard to children with a disability or SEND and the school's ethos of inclusion is a major part of this. The SENCO and senior leaders in the school include improving outcomes for pupils with SEN and disability as part of their monitoring role.

The children in the focus provision have access to the school site and provision where appropriate to ensure their needs are met.

The school has set the following overall priorities for increasing curriculum access:

- Further development of the curriculum and strategies to increase access for pupils with a disability. New interventions are constantly being considered and introduced where needed to ensure pupil's needs are being met.
- A rolling programme of curriculum area reviews will be undertaken to ensure that concerns relating to disability are being addressed and undertaken.
- Focus provision training and development of staff and staff across the school in the needs and understanding of ASD
- Monitor and evaluate the quality of school trips for ALL pupils in the school. Are the trips suitable for all members of the class and are the needs of disabled pupils taken into consideration when making the booking. Ensure, where appropriate, FP children attend their class trip alongside their peers with relevant support.
- Ensure that all pupils have access to PE and swimming. Look at the needs of all pupils and ensure that the curriculum is suitable for their needs. Extra planning will be needed to ensure all disabled pupils are able to attend swimming lessons.

Maintain the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The physical environment of the school and surrounding areas can be a significant barrier to participation in educational activities for disabled pupils. The school is committed to removing these barriers as part of its vision of an inclusive school.
A lift is available to allow access to all areas of the school. There are 3 accessible toilets with an adjustable changing table available in all of these. A disabled parking area marked on the car park.
There is a ramp to the community room with wide doors for easy access as well as wide doors to the main school entrance. There is a flat path which leads to the playground and gives access to the classrooms. There is a ramp which leads to the lower playground if required.

Improving the delivery of information to disabled pupils in written form.
The school will ensure that all written information provided to pupils is accessible and appropriate depending on the need of individuals

These include:

- Homework
- Timetables
- Worksheets
- Teacher feedback and marking of work
- Notices
- Tests and examinations
- Interactive whiteboards
- All classrooms have a visual timetable.
- Overlays of coloured paper and screens, etc.
- Use of coloured contrasts
- Training from support services on the availability and use of different formats (e.g. audio taping, symbols, large print, use of colour, Braille, BSL) if required.

Management, coordination and implementation

Overall responsibility for the school's accessibility plan lies with the governing body, but improving access for disabled pupils requires everyone at the school to understand the duties in the Equality Act and apply this knowledge in their own area of responsibility. This means that the Head Teacher, learning support staff, class teachers, the SENCO, the premises manager, curriculum coordinators, administrative staff and governors themselves all have the responsibility to ensure that the school is as accessible as possible and note and report to the relevant person any barriers they come across.

The impact of the plan will be evaluated regularly and the plan amended in the light of need. This will be judged against the following outcomes:

- *increased confidence of staff in differentiating the curriculum for disabled pupils;*
- *greater pupil and parental satisfaction with the arrangements made;*
- *improved outcomes for disabled pupils;*
- *monitoring the physical environment of the school;*
- *multi-agency working to support children with medical needs;*
- *teachers sharing good practice within the school, the school sharing good practice with others;*
- *disabled pupils being involved in the whole life of the school.*

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

- Ensure school trips are suitable and available to all pupils where the parents and staff feel that it would be appropriate for them to attend. i.e. an ASD pupil may not feel completely settled and so may not wish to leave the structure of the school day to attend a trip. Parental views must be sought about such decisions
- Coordinate the plan with other school plans and policies
- Implement effective monitoring and evaluation of the plan

Getting hold of the school's plan

It is intended to make the school's plan a model of accessibility. The plan will be made available in the following ways**:**

- School's website
- On request in a variety of formats e.g.
    - On different coloured paper or in different coloured font
    - Extra-large print
    - Staff available to discuss any issues arising from the plan.

Targets	Strategies	Responsibilities	Timescale	Success Criteria
Increase access to the curriculum for pupils with a disability				
To liaise with pre-school providers and education establishments to prepare for the new and midyear transfer of pupils each year	To identify pupils who may need adapted or additional provision	EYFS leader, SENCo, class teachers and SLT	Preschool May to July Ongoing for midyear transfers	Develop relationships so that appropriate provision can be put in place for when children start EYFS and ensure smooth transfer for midyear transfers.
To review policies to ensure they reflect inclusive practices and procedures	To comply with the Equality Act 2010	SLT and governance	Ongoing	All policies clearly reflect inclusive practice and procedures
To establish and maintain close liaison with outside agencies and families of pupils with additional needs	To ensure collaboration between all key personnel and sharing between the school and families is efficient.	Headteacher, SLT, Teaching staff and outside Professionals	Ongoing	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning. Ensuring staff training needs are identified and put in place

To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra curriculum provision	Create personalised risk assessments and access plan for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure actions including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	SLT, SENCo and all teaching staff, extra-curricular service providers and education visit settings	Ongoing	Evidence that appropriate considerations have been made
Adaptations to the curriculum to meet the needs of individual learners.	Pastoral support, lesson adaptations. Speech and language programmes. Access arrangements for assessments and National tests.	SENCo and class teachers	Ongoing	Needs of all learners met enabling positive outcomes
Appropriate use of specialised equipment to benefit individual pupils and staff	Sloping boards available for pupils with fatigue or physical disability.	SENCo and class teachers and outside professionals	Ongoing	Increase access to the curriculum and needs of all learners are met

Improve educational experiences for hearing and visually impaired pupils	Coloured overlays for pupils with visual difficulty. Reading Rulers Specially, shaped pencils and pens for pupils with grip difficulty. Use of wedge / wobble cushions, chew toys and fiddle toys. Consult sensory support team. Use of magnifies, Braille keyboards, enlarged reading material. Radio aids, consider hearing loop, consult with Hearing Impairment team. Resources implemented for individual needs.	All class teachers SENCo	Ongoing	Increased access to the curriculum with staff trained on how to use equipment and the learning experience of pupils enhanced
Ensure that reasonable adjustments are made for pupils and families with a disability, medical condition or other access needs	Create personalised risk assessments, Personal evacuation and access plans for individual pupils. Liaise with external agencies, identifying	Headteacher and SLT	Ongoing	Inclusion for all pupils. Safe evacuation in an emergency

	training needs and implementing training where needed. Ensuring actions including emergency evacuation procedures are clear and that staff are capable of carrying them out			
Improve the delivery of information to pupils and adults with a disability To enable improved access to written information for pupils, families and visitors	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing	Headteacher, SENCo and teachers	Ongoing	Evidence that all appropriate and reasonable adjustments have been made.

Ensure that reasonable adjustments have been made for parents with disability, medical or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible such as: Hearing loops, Large print resources, internal signage, pictorial or symbolic representation	Headteacher, SENCo, teachers and SLT	Ongoing	Evidence that all appropriate and reasonable adjustments have been made so that parents can fully support their children in their education

Glossary of terms

EHCP Education, Health and Care Plan - an EHC **plan** is a legal document that describes a child or young person's special educational, **health** and social **care** needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life. It covers a child up to the age of 25, to ensure support or a specialist placement at further education colleges (but it does not cover universities).

SEND Special Educational Needs and Disability - a particular need which results in a child or young person having a long-term difficulty which has an impact on their education and how they access it.

ASD Autistic Spectrum Disorder - A diagnosis of Autism given following a detailed assessment of the child's needs by doctors and other specialist professionals.

SENCo Special Needs Coordinator - A teacher who has the responsibility to ensure that pupils with SEND access the curriculum appropriately and reach their full potential

FP Focus Provision - A unit within the school which is funded by the local Authority to cater for a specific group of pupils who would otherwise find it difficult to attend a mainstream school. Children in Christ Church's Focus Provision for ASD must have an EHCP and a diagnosis of Autism to be granted a place. The places are allocated by the Local Authority via a provision panel