Christ Church C of E Primary School

Accessibility Plan

2025 - 2028

Date Written by SENDCo & HT	January 2025
Date Approved by Full Governing Body	January 2025
Date of Next Review	Summer 2028

Christ Church CoE Primary School Accessibility Plan 2025-2028

Christ Church C of E Primary School is committed to reducing barriers to learning and participation and to improving access to education for all pupils, including disabled pupils and those with special educational needs and disabilities (SEND). We provide an accessible environment that values and includes all pupils, staff, parents, governors, volunteers and visitors regardless of their protected characteristics.

This Accessibility Plan has been prepared in accordance with Schedule 10 of the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice (2015). It sets out how the school will increase access to education for disabled pupils by improving access to the curriculum, the physical environment and written information.

Our Mission Statement encapsulates our vision, aims and ethos for all pupils, staff and families.

Our motto, '*Together, we flourish*', is fundamental to our work with our pupils and families.

Our Christian values are intrinsically linked to our whole-school ethos and underpin our desire to build a fully inclusive and supportive learning community.

We believe that each pupil and adult in our school is of equal value and worth to God.

Purpose & Aims

The purpose of this plan is to show how Christ Church CoE Primary School intends - over time - to make reasonable adjustments to increase the accessibility of our school for all pupils, particularly disabled pupils and pupils with SEND by:

- increasing access to the **curriculum**
- improving the **physical environment**
- making improvements in the provision of **information**

Christ Church will make reasonable adjustments for disabled pupils, staff, parents, governors, volunteers and visitors in accordance with the Equality Act 2010.

1) To increase access to the curriculum for pupils with SEND

- Our school caters for pupils with various additional needs and - where appropriate - we work with other professionals for assessments, support and guidance as part of a graduated response. The SENDCo is also able to work with other local SENDCos in identifying areas of pupil need and suggesting strategies to ensure these pupils can access the curriculum.
- The school uses the cycle of Assess-Plan-Do-Review to identify and plan targets for individual pupils. The child and parents or carers are involved in this process, and are encouraged to discuss their aspirations and the wider outcomes they are hoping for.
- Risk assessments are undertaken for all school trips. These take accessibility and movement around sites into consideration and ensure that all pupils can participate in off-site learning opportunities.
- Good transition plans and communication with parents/carers, staff at other settings and other professionals enable staff to work effectively with all pupils.

2) To improve and maintain access to the physical environment

- All areas of our school building are accessible to anyone who needs to use a wheelchair. This includes several disabled access toilet facilities, shower facilities and lift access to the upstairs staffroom.
- All medical information, including information about accessibility difficulties, is collated by admin staff and shared with teaching staff as appropriate. We have several qualified First Aiders in School who hold First Aid certificates.
- Lighting, acoustics and classroom environments are reviewed to support pupils and adults with sensory, hearing or visual needs.
- Individual risk assessments and emergency evacuation plans (PEEPs) are developed where required to ensure the safety of pupils, staff and visitors with disabilities.
- The school undertakes regular reviews of the accessibility of the building and grounds to identify and remove barriers to participation for pupils, staff, parents and visitors with disabilities.

3) To improve provision of information for all stakeholders

- Staff are encouraged to use a multisensory approach in all learning to ensure access to all.
- Teachers adapt and enlarge texts, use coloured overlays, adapt their screen backgrounds or differentiate text to ensure access to all.
- Texts, emails, newsletters and other important documentation can be translated on class dojo for our parents who have English as an additional language.

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To Increase access to the curriculum for pupils with SEND				
Targets	**Strategies**	**Outcome**	**Timeframe**	**Monitoring**
1) STAFF CPD Continue to update and develop staff awareness related to the needs of our pupils with SEND.	SENDCo & Head Teacher to review staff training needs. Provide training for members of the school community as appropriate. NB: This could be through updates (e.g. NCC or Family guidelines); research (e.g. NASEN); or regarding a specific SEND issue or intervention (e.g. Precision Teaching, makaton). Inclusion files regularly updated and accessible for staff to view to see latest targets, EHCPs etc. The SLT team will write and implement the inclusion strategy.	Staff understanding and commitment to an inclusive approach to teaching and learning continues to develop and strengthen. Quality First Class Teaching for all is delivered in all classes, taking into account individual pupils needs. All staff are equipped to enable all pupils to access a broad and balanced curriculum. All teachers and support staff are knowledgeable of how to ensure the curriculum (including learning opportunities outside the classroom) is accessible to all.	Annual audit Staff Meeting Time or INSET. SENDCo to review the needs of pupils on roll & provide/promote training for staff as needed. December 31st 2026	Staff to request additional CPD as needed. HT, Inclusion Lead and SENDCo to audit and timetable, following discussions and monitoring activities.
2) SUBJECT POLICIES AND CURRICULUM Ensure that all new / updated policies consider the implications of access for pupils with additional needs.	All staff to consider SEND & accessibility during review of policies. All curriculum documents have a SEND and inclusion focus throughout.	All policies reflect current legislation.	ONGOING As policies are reviewed.	Governors to oversee and approve policy reviews.

3) ACTIVITIES To ensure that all pupils are able to access all school activities, including clubs & trips.	Review wider school provision to ensure compliance with legislation. Parent and pupil voice sought at least annually to ensure that all pupils are able to be involved in all activities. As a school, we monitor participation in clubs, trips, enrichment activities and wider school events to identify and address any barriers to inclusion.	All providers (including external) of out of school provision will comply with legislation to ensure that the needs of all pupils are met.	ONGOING Head Teacher and SENDCo to ensure that all pupils with SEND are able to access extra-curricular activities.	Parent and pupil voice to be monitored by Head Teacher and SENDCo to support auditing need.
4) EQUIPMENT To provide specialist equipment to promote participation in learning by all pupils, including accessible technology and software.	Assess the needs of the pupils in each class and provide equipment as needed. (e.g. special pencil grips, writing slopes, coloured overlays etc.) SIS (previously known as SFSS) and other agencies to advise re: accessible technology. Each class has an inclusion toolkit which has coloured overlays, fidgets, wobble cushion, ear defenders, pencil grips and items that are safe to chew on.	Pupils will be able to develop independent learning skills. Improved progress. Staff will support children to use these inclusion toolkits to lead to increased independence.	Continual assessment of need by Class Teachers - referring to SENDCo and working through a graduated response.	SENDCo to review needs of pupils in discussion with Class Teachers.

To Improve and maintain access to the physical environment				
Targets	**Strategies**	**Outcome**	**Timeframe**	**Monitoring**
1) BUILDING To ensure that school buildings and facilities remain accessible for all pupils, staff, parents, visitors and members of the wider community.	Ensure new builds / additions take into account full-range of accessibility needs. All reasonable adaptations will be made for any pupil in the school to ensure maximum access and minimum barriers to facilities and learning. Ongoing review accessibility of site and identify adaptations needed. • signage • lighting • acoustics • handrails • contrast markings • emergency evacuation procedures • accessible parking • hearing support • sensory considerations	All pupils are able to move around and access all our school facilities. Provision for all skills, including self-care (e.g. toileting, showering if necessary, dressing, feeding) is appropriate and ensures individual dignity.	Annual audit of accessibility of school buildings and grounds by Head Teacher, SENDCo and governors.	Head Teacher, SENDCo and governors to suggest actions as appropriate to building developers.
2) OUTSIDE ENVIRONMENT To continue to improve access to the new external environment for all. E.g. access to wildlife garden / play equipment etc	Both environmental facilities and resources to be provided / adapted as necessary so that all pupils are able to participate in all activities.	All pupils can access all activities with reasonable adjustments removing any barriers or with resourcing being provided/adapted.	Ongoing: Class Teachers and SENDCo to check that pupils can access all planned for activities in all areas of the school environment.	Class Teachers to refer to SENDCo when resources are needed to make reasonable adjustments. SENDCo to refer to Head Teacher re adapting aspects of the environment.

To improve provision of information for all stakeholders				
Targets	**Strategies**	**Outcome**	**Timeframe**	**Monitoring**
1) ELECTRONIC To ensure that all our documents can be accessed electronically on our website in alternative formats / languages as required such as: accessible PDFs, editable electronic documents, screen-reader compatible formats, alternative font sizes, colour contrast options, translated documents and, where required, large print, audio or other accessible formats.	Staff to review printed materials (e.g. font style and size) when preparing resources and correspondence to parents. School to consider and investigate making different versions of documents to meet needs of parents/carers with disabilities to ensure they can access information sent home. Class dojo has the ability to translate information into a huge number of different languages, so families who have English as an additional language receive the correct information. Where appropriate, pupils will use assistive technology, including iPads and laptops, to support access to learning and promote independence.	Written information will be provided in alternative formats or languages as necessary. Pupils will use assistive technology effectively to support access to learning and increase independence.	ONGOING Newsletters and website updates termly. Review needs: termly.	Head Teacher/ Office Manager to check this.
2) MEETINGS To ensure that parents who are unable to attend school for any reason can still access parents' evenings and meetings (e.g. to	Parents and carers will be offered alternative ways to attend meetings where attendance in person is difficult. This may include telephone appointments, virtual meetings and flexible meeting times where possible. Information shared during meetings will be available in accessible formats	All parents are engaged in their child's progress meetings. SEND Support Plans: parents longer term aims (wider outcomes) are taken into consideration when targets are set. The targets reflect hopes and needs expressed by the child and parents/carers.	Twice annually for Parent Evenings. Termly for SEND Support Plans.	Staff to audit % of parents involved. Notes to go to Head Teacher. Liaise with SENDCo as needs have been flagged up. SENDCo to check termly for parent voice.

review and write SEND support Plans).	upon request, including larger print, translated documents or support from interpreters where appropriate. Staff will work proactively with families to reduce barriers to participation and will ensure that parents and carers have opportunities to contribute their views and aspirations regarding their child's education and support.			Class teachers to hold termly review meetings with parents.
3) DYSLEXIA By July 2028 all classrooms will consistently use agreed dyslexia-friendly approaches identified through annual learning walks.	A range of paper colours to be available for use when photocopying. Coloured overlays available in every class to support children with reading. Screen backgrounds / fonts to be changed as necessary. The GL Dyslexia Screener will be used where appropriate following evidence gathered through the graduated response and ongoing assessment.	Pattern glare of black on white is lessened, both on screens and paper. Contrast of background and font to be high enough to make printing distinct and clear.	Ongoing	SENDCo to monitor through learning walks, accessibility audits and book scrutiny. Staff to report back on this.