

Christ Church C of E Primary School



Accessibility Plan

2021 - 24

Date Written by SENDCo & HT	May 2021
Date Approved by Full Governing Body	Summer 2021
<i>Signature of Chair of Governors</i>	
Date of Next Review	Summer 2024

Christ Church CoE Primary School Accessibility Plan 2021-2024

Christ Church C of E Primary School is committed to reducing barriers to learning and assessment and to improving access to inclusive education of all learners including those with special needs or disabilities. We provide a fully accessible environment which values and includes all pupils, staff parents and visitors regardless of their age, education, physical, sensory and cultural needs.

The school's Accessibility Plan addresses our duty under the Children and Families Act (2014), The SEND Code of Practice (2015) and the Equalities Act (2010). All school staff have a responsibility to take appropriate action to ensure accessibility and inclusion, working with other services as needed.

OUR MISSION STATEMENT

We want our pupils to experience LIFE IN ALL ITS FULLNESS and seek to ensure DEEP PERSONAL GROWTH.

We aim to help our pupils discover who they are and who they might be.

We promote a TAKE-CARE ETHOS and encourage our children to take care of other people and the environment.

We encourage our children to go BEYOND EXPECTATION and to **SHINE** in all that they do.

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

Our motto, '*Learning and Growing together in Faith, Hope and Love*', is fundamental to our work with our children 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 children, including those with additional needs in the areas of:

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

To adhere to legislation, the Accessibility Plan is an annual item at the Full Governing Body meeting and is reviewed by SENDCo, Head Teacher and SEND Governor annually. It is formally reviewed and revised every three years.

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 for as part of a graduated response. The SENCO is also able to work with other local SENCOs 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 children. The child and parent/s 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 our children 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 our children.

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.

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 alternative coloured papers/ screen backgrounds or differentiate text to ensure access to all.
- Texts, emails, newsletters and other important documentation are translated 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
<p>1) STAFF CPD</p> <p>Continue to update and develop staff awareness of issues related to our SEND children.</p>	<p>SENCo & Head Teacher to review staff training needs.</p> <p>Provide training for members of the school community as appropriate.</p> <p>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).</p>	<p>Staff understanding and commitment to an inclusive approach to teaching and learning continues to develop and strengthen.</p> <p>Quality First Class Teaching for all is delivered in all classes, taking into account individual pupils needs.</p> <p>All Staff are equipped to enable all children to access a broad and balanced curriculum.</p> <p>All teachers and support staff are knowledgeable of how to ensure the curriculum (including learning opportunities outside the classroom) is accessible to all.</p>	<p>Annual audit Staff Meeting Time or INSET.</p> <p>SENDCo to review the needs of children on roll & provide/promote training for staff as needed.</p>	<p>Staff to request additional CPD as needed.</p> <p>Termly Appraisal meetings</p> <p>HT and SENCo to audit and timetable, following discussions and monitoring activities.</p>
<p>2) SUBJECT POLICIES</p> <p>Ensure that all new / updated policies consider the implications of access for pupils with additional needs.</p>	<p>All staff to consider SEND & accessibility during review of policies.</p>	<p>All policies reflect current legislation.</p>	<p>ONGOING As policies are reviewed.</p>	<p>Governors to oversee and approve policy reviews.</p>
<p>3) ACTIVITIES</p> <p>To ensure that all children are able to access all school activities, including clubs & trips.</p>	<p>Review wider school provision to ensure compliance with legislation.</p> <p>Parent and pupil voice sought at least annually to ensure that all children are able to be involved in all activities.</p>	<p>All providers (including external) of out of school provision will comply with legislation to ensure that the needs of all children are met.</p>	<p>ONGOING Head Teacher and SENCo to ensure that all our children with SEND are able to access extra-curricular activities.</p>	<p>Parent and pupil voice to be monitored by Headteacher and SENCo to support auditing need.</p>

<p>4) EQUIPMENT</p> <p>To provide specialist equipment to promote participation in learning by all pupils, including accessible technology and software.</p>	<p>Assess the needs of the children in each class and provide equipment as needed. (e.g. special pencil grips, writing slopes, etc.)</p> <p>SFSS and Neil Oldbury to advise re: accessible technology.</p>	<p>Children will be able to develop independent learning skills.</p> <p>Improved progress.</p>	<p>Continual assessment of need by Class Teachers - referring to SENCo and working through a graduated response.</p>	<p>SENCo to review needs of children in discussion with Class Teachers.</p>
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To Improve and maintain access to the physical environment

Targets	Strategies	Outcome	Timeframe	Monitoring
<p>1) NEW BUILD</p> <p>To ensure that the new school buildings are accessible for all children and adults.</p>	<p>Ensure new builds / additions take into account full-range of accessibility needs.</p> <p>All reasonable adaptations will be made for any pupil in the school to ensure maximum access and minimum barriers to facilities and learning.</p> <p>Ongoing review accessibility of site and identify adaptations needed.</p>	<p>All children are able to move around and access all our school facilities.</p> <p>Provision for all skills, including self-care (e.g. toileting, showering if necessary, dressing, feeding) is appropriate and ensures individual dignity.</p>	<p>Annual audit of accessibility of school buildings and grounds by Head Teacher, SENCo and governors.</p>	<p>Head Teacher, SENCo and governors to suggest actions as appropriate to building developers.</p>
<p>2) OUTSIDE ENVIRONMENT</p> <p>To continue to improve access to the new external environment for all.</p> <p>E.g. access to wildlife garden / play equipment etc</p>	<p>Both environmental facilities and resources to be provided / adapted as necessary so that all children are able to participate in all activities.</p>	<p>All our children can access all activities with reasonable adjustments removing any barriers or with resourcing being provided/adapted.</p>	<p>Ongoing: Class Teachers and SENCo to check that children can access all planned for activities in all areas of the school environment.</p>	<p>Class Teachers to refer to SENCo when resources are needed to make reasonable adjustments.</p> <p>SENCo to refer to Head Teacher re adapting aspects of the environment.</p>

To Improve provision of information for all stakeholders				
Targets	Strategies	Outcome	Timeframe	Monitoring
<p>1) ELECTRONIC</p> <p>To ensure that all our documents can be accessed electronically on our website in alternative formats / languages as required.</p>	<p>Staff to review printed materials (e.g. font style and size) when preparing resources and correspondence to parents.</p> <p>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.</p>	<p>Written information will be provided in alternative formats or languages as necessary.</p>	<p>ONGOING</p> <p>Newsletters: weekly, website: termly. Review needs: termly.</p>	<p>Head Teacher/ Office Manager to check this.</p>
<p>2) MEETINGS</p> <p>To ensure that parents who are unable to attend school for any reason can still access parents' evenings and meetings (e.g. to review and write SEND support Plans).</p>	<p>Through the coronavirus pandemic, staff have needed to enable this for all parents. As face to face meetings are again allowed, we need to continue to ensure that all parents are engaged in structured conversations and that their voices are represented (e.g. on their children's plans).</p>	<p>All Parents are engaged in their children's progress meetings.</p> <p>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.</p>	<p>Twice annually for Parent Evenings.</p> <p>Termly for SEND Support Plans.</p>	<p>Staff to audit % of Parents involved. Notes to go to Head Teacher. Liaise with SENCO as needs have been flagged up. SENCo to check termly for Parent voice.</p>
<p>3) DYSLEXIA</p> <p>To improve 'Dyslexia Friendly' practice - background screen colour/fonts and paper colour to be considered and adapted as necessary.</p>	<p>A range of paper colours to be available for use when photocopying.</p> <p>Screen backgrounds / fonts to be changed as necessary.</p>	<p>Pattern glare of black on white is lessened, both on screens and paper.</p> <p>Contrast of background and font to be high enough to make printing distinct and clear.</p>	<p>Ongoing</p>	<p>SENCo to monitor.</p> <p>Staff to report back on this.</p>