



Christ Church CofE Primary

*Accessibility Plan
2018-2021*



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 at Christ Church and that as a result they reach their full potential.

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 improve and 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 improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame.

1A: 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. Modify 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.
- Foster lively, enquiring, self-challenging minds through challenging and diverse learning methods.
- Nurture an awareness of the need for a healthy lifestyle.
- Develop pupil collaboration and independent learning opportunities.
- Celebrate achievement as well as attainment of all pupils.
- Opportunity for feedback about progress to encourage children to move on and understand their next steps.

The school has set the following priorities for the development of the vision and values that inform the plan:

- Update our vision and values in the light of discussions with all stakeholders (including pupils, parents, staff and governors) to extend opportunities for all.
- 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. We will ensure that the environment is suitable for ASD pupils not only in the focus provision but throughout the school. This will be embedded within the plan by determining what we need to do in each area and what support we will need from the local authority and other providers to enhance the environment, resources, training and the curriculum. Specific ASD training is delivered; specialist staff are employed to oversee the provision of the centre.
- Maintain the inclusive nature of the school.

1B: Information from pupil data and school audit

SCHOOL CHARACTERISTICS:

| CATEGORY | CHARACTERISTICS |
|----------|-----------------|
|----------|-----------------|

| | |
|----------------------------|---|
| SEN | overall SEN 12% 42 (SEN) 8% 17 (EHCP) 4% |
| ATTENDANCE (2018-2019) | Attendance for SEN pupils is: 94.3% Attendance for the whole school is: 95% Attendance for children with a EHCP children is 93% |
| DISABILITY Whole school | SALT 28 (39% of SEN) 5.6% overall ,Hearing Impairment 2(2.8% of SEN) 0.4% overall, Visual Impairment 3 (4% of SEN) 0.6% overall, ASD 14 (19% of SEN)2.8% Physical disabilities 3 (4% of SEN) 0.6%, medical 1 (1.4% of SEN) 0.2% overall |

Disabled Pupil Presence, Participation and Achievement

- The school uses staff and appropriate equipment to meet the needs of all children as required to ensure as full access as is possible.

The school has set the following priorities in respect of consultation on the plan:

- Consultation with pupils and parents will be focused through termly review meetings
- Continuing consideration of how to make the consultation accessible to all participants.
- The school has ensured that pupils have access to the curriculum, e.g. visually impaired pupils via personal computer screen, use of visual prompts to develop language skills etc.
- The school has a specialist provision for the education of ASD pupils through a Focus Provision. Specialist staff are employed to work with in the provision and whole school ASD training is shared regularly. ASD pupils are encouraged to play a major part in the school as much as they are able. weekly sessions are planned to encourage integration and shared experiences. The provision's curriculum is designed to enable the pupils to engage in all aspects of school life wherever possible but also cater for their individual needs.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

As stated in section 1A 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. Curriculum here means all activities undertaken during an extended school day.

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 SEN 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 SENCO in this school is not class based so time to undertake this important role is set aside within her schedule.

The children in the focus provision have access to the school site/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.
- Actions to develop pupil access will be developed, planned and monitored
- 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.

2B: Improving 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 one 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.

The school has set the following priorities for physical improvements to increase access:

Key stage 1 classrooms have been moved and now have better access and level access to the school hall and lower key stage 2 classrooms. There is still an access issue from the school hall to the office though a lift is available from the lower ground floor. The stairs are steep and narrow so a ramp would not be appropriate.

Upper key stage 2 classrooms can be reached via the lift

2C: 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

The school has set the following priorities for providing information for disabled pupils:

- Training from support services on the availability and use of different formats (e.g. audio taping, symbols, large print, use of colour, Braille, BSL)
- This plan will be kept under constant review regarding access to new areas of the site as the school developed and adapted accordingly.

3. Making it happen

3A: 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 and 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 Accessibility plan will be considered when creating the school Improvement Plan to ensure it is adhered to and monitored throughout the school.

The impact of the plan will be evaluated annually 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;*
- *improvements in 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

3B: 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 plan.

| Achieve and Enjoy: Accessibility Plan 2015 -2018 | | | | | | | |
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| <i>Priority</i> | Inclusion | | | Success Criteria Pupils are ach | | | |
| Project Leader | | | | | | | |
| Activities | Timescale | Personnel | Resources | Impact Milestones | Monitoring | Evaluation | Review |
| 1A:To develop vision and values that inform the accessibility plan: - | June 19 | PP /SLT | Time and space | Look at current accessibility plan and look to see how it can be improved and added to. Review annually to discuss any adaptations that may be needed | | | |
| 1B:To develop data and information to support the accessibility plan: | April 2019 July 2019 | PP | Time and access to school data | Use of data shows children with disability are making progress. If not why not and how can they be supported? | | | |
| 2A:To provide an inclusive curriculum for all | Ongoing All curriculum areas accessible to all. Monitor to ensure they remain so. | SLT | | Curriculum monitored and reviewed to ensure all aspects are fully accessible and that they provide the right balance of development and reinforcement. Link to curriculum, how are all the activities going to be made accessible for all. If they are not what can we do to support these pupils or find alternatives. | | | |
| 2B:To increase the extent to which disabled pupils can participate in the school curriculum | | SENCO | | Curriculum monitored and reviewed to ensure all aspects are fully accessible and that they provide the right balance of development and reinforcement. Link to curriculum, how are all the activities going to be made accessible for all. If they are not | | | |

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| | | | | what can we do to support these pupils or find alternatives. Ensure pupils are given support where needed to allow them access to the curriculum and that they are comfortable with what they are being asked to do. Ensure they have opportunities to suggest ways that might make things easier for themselves and that parents are able to have a discussion about this too. | | | |
| 2C To improve the physical environment of the school. | April 2020 | SLT. | Time cost of necessary resources. | Look at decoration, Use of colour and lighting. Ensure there are stimulating areas as well as low stimulus areas within the school. Physical environment much improved. Visual timetables. | | | |
| 2D Improving the delivery of written information, | May 2020 | SLT and curriculum leaders through observation walks, staff meetings etc. | Time cost of necessary resources | Look at the use of print around the environment is it big enough, font appropriate, language appropriate etc. Use of communication in print, visual clues etc. | | | |
| 2E Monitor all trips and their suitability for all pupils | May 2020 | SENCO and class teachers | | Ensure staff consider suitability of destination of trips for the children that will be in their class. Also consider any FP children. Also consider Swimming trips, library visits etc. | | | |
| 3A Management co-ordination and implementation | June 2020 | SLT and working party. | Time | Ensure annual monitoring takes place and that key groups are consulted and their suggestions considered and actioned as appropriate. | | | |
| 3B Making the plan available | Oct 2019 | PP | | Ensure plan is available to parent and wider community via website or paper copy on request. | | | |

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).

SEN/SEND Special Educational Needs/ 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 Co Ordinator - A teacher who has the responsibility to ensure that SEN pupils 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