

CHRIST CHURCH CHURCH OF ENGLAND JUNIOR SCHOOL



Accessibility Plan

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January 2020	January 2021		

Accessibility Plan 2019 - 2020

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an environment that enables full curriculum accessibility that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Christ Church C of E Junior School Accessibility Plan shows how accessibility is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter and are embedded within our school Christian values:

- Trust
- Peace
- Hope
- Love
- Friendship
- Forgiveness

Purpose of Plan

This plan shows how Christ Church C of E Junior School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse affect on his/her ability to carry out normal day-to-day activities.

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Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum. This includes teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits.
- Improving access to the physical environment of school for pupils and parents/carers. This includes improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery of written information to disabled pupils and parents/carers. This includes making written information that is provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats.

Contextual Information

Christ Church C of E Junior School has been in its current location since 1996. It comprises of two single story buildings; the main school building and the Sunflower Suite, which is used as an additional classroom, cooking, lunch time and after school clubs. A disabled toilet is available on the ground floor of both buildings. The main entrance to the school has level access and there are no stairs in either building. At present we have no wheelchair dependent pupils or members of staff. We have parents with a range of mobility needs and these are supported on an individual case basis.

Current Range of Known Disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities, e.g. Irlen Syndrome, ASC and Dyslexia.

Additionally we have a small number of parents who have a hearing or visual impairment.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes by promoting 'Quality First Teaching' in all classes.

It is a core value of the school that all children are able to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

The only exception would occur if a child has breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others. This would always be in consultation with parents/carers.

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Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for Dyslexia, Irlen Syndrome, Speech and Language Needs, ASD, differentiation and alternative methods of recording Online learning modules if required	On-going and as required	SENCo	Raised staff confidence in strategies for differentiation and increased pupil participation All children making at least 4 steps of progress in a year, including those with a recognised disability
Ensure classroom support staff have specific training on disability issues	Audit of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENCO	Raised confidence of support staff All children have equal access to all areas of the curriculum and school life
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required, in line with GDPR requirements Information sharing with all agencies involved with child, in line with GDPR requirements	As required	SENCO	All staff aware of individuals needs All needs supported appropriately
Use of ICT software to support learning	Make sure software installed where needed Ensure training for software up to date	As required	ICT Technician, SENCo, Computing Lead	Wider use of ICT resources in classrooms enabling all to children make at least 4 steps

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				of progress in a year
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness and a thorough risk assessment is carried out	As required	HT CT SENCo	All pupils in school to have equal opportunities to access all school activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Invite disabled sports people to come into school	During annual policy review cycle	PE coordinator	All to have access to PE and be able to excel in chosen sports
Access to the sensory room.	Ensure all staff are aware of the needs of the children within their class. Ensure all staff know of the benefits of using a sensory room to reduce melt downs and anxiety.	On-going and as required	SENCo	Reduction in amount and length of melt downs. Children are able to fully access learning, and return to class quickly to re-engage with learning.

Improving access to the physical environment of the school

In exceptional cases where additional provision is required, it will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement Planning Process is the vehicle for considering such needs on an annual basis.

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Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans and evacuation plans for individual disabled pupils as part of a health care plan when required, and stored in line with GDPR requirements	As required	SENCO FLO Learning Mentor	Health Care Plans and evacuation plans in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and ongoing as required	Headteacher	All staff and governors feel confident their needs are met
	Through questionnaires and discussions find out the access needs of parents/carers	Annually	Headteacher	Parents have full access to all school activities and the school site

	Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head teacher Governors Site manager School Surveyor	Re-designed buildings are fully accessible to all, and fully compliant with DDA.

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Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	SENCO FLO Learning Mentor All staff	All disabled pupils and staff are safe in the event of an emergency evacuation
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI Specialist Teachers on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software checked and updated as required	Class based staff ICT Technician SENCO	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	HI Specialist Teachers	Appropriate children have access to the appropriate equipment , ensuring full access to the curriculum
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access Access routes to fire doors in classrooms are clear of obstacles.	On-going and as required and as appropriate Health and Safety checks	Site Manager Governors Head teacher	All disabled staff, pupils and visitors able to have safe independent access

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Improving the delivery of written information to disabled pupils

This includes making written information provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information takes account of pupils' disabilities and pupils' and parents' preferred formats.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in parent friendly format, free from teacher jargon	On-going	Office	All parents receive information in a form that they can access. All children have access to specialist help if needed All parents understand what are the headlines of the school information Confidence of parents to access their child's education
	FLO to support and help parents to access information and complete school forms	On-going	FLO	
	Ensure website and all document accessible via the school website can be accessed by the visually impaired and those whose first language is not English	Current & ongoing	Office/ Website design team	
Provide information in other languages or formats for pupils or parents who may have difficulty with hearing or English as a second language	Access to translators, sign language interpreters to be offered as needed, including during meetings	As required	SENCO	Pupils and parents feel supported and included Parents are able to fully support their child's education

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Julie Holder 2018 **Appendix A**

The previous document is written with financial and physical practicality in mind. It aims to layout an effective and achievable plan for improving accessibility for stakeholders within the given time frames. It is however by no means exhaustive.

Should additional buildings be planned or substantial funding ever be procured from the Local Authority or an academy sponsor to improve the existing buildings the additional developments to the physical structure of the school would be required:

- Corridors between reception and SLT offices widened to fit an electronic wheelchair.
- Office door ways and all fire exits widened as above.
- Classroom doors and fire exits to be fitted with wheel chair height electronic opening mechanisms.
- Toilets to have hand rails fitted and with easy turn lever taps.

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