




“Let your light shine brightly.”

Matthew 5:16

Accessibility Plan and Policy

Policy accepted by FGB on:	<i>5/2/2020</i>
Next review:	<i>Spring 2023</i>
Signed (Chair of Governors):	
Statutory policy: <i>Yes/No</i> On school website: <i>Yes/No</i>	

ACCESSIBILITY POLICY

1. Rationale

Christ Church C of E First School and Nursery aims to be an accessible environment for all.

As a Christian school we strive to ensure that all children flourish so their 'light can shine brightly' (Matthew 5:16). To fulfil our planning duty, we will:

- 1) Improve the physical environment of the school to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services provided.
- 2) Increase the extent to which pupils with disabilities can participate in the school's curriculum.
- 3) Improve the availability of accessible information for pupils with disabilities.

2. Related school policies

- *Admissions Statement*
- *Equal Opportunities Policy*
- *Equality Information and Objectives*
- *Off-Site Visits and Activities Policy*
- *Responding to Learning (Marking and Feedback) Policy*
- *School Behaviour Policy*
- *SEN Policy*

3. Definitions of disability and discrimination

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Discrimination can take place in two ways:

- Directly, by treating a person less favourably for a reason relating to their disability.
- Indirectly, by creating rules which apply to all pupils but are likely to disadvantage disabled pupils more.

4. Responsibilities of the Local Authority

The Equality Act requires each local authority to prepare an accessibility strategy for schools for which it is responsible.

5. Responsibilities of the Governing Body

The Equality Act states that a school's Governing Body must prepare an accessibility plan and review it as necessary.

6. Accessibility Policy and Plan review

This policy will be reviewed every three years by the Governing Body in conjunction with the SENCO.

ACCESSIBILITY PLAN

1. To increase access to the curriculum for pupils with disabilities.					
Current good practice	Objectives	Actions	Timescale	Responsibilities	Outcomes
<p>A differentiated curriculum is available to all children.</p> <p>Where needed, tailored resources are used to support pupils who need support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Individual 'Passports' include any additional aids or arrangements a child may need.</p> <p>As well as monitoring the curriculum, we monitor participation in extra-curricular activities, attendance and homework.</p>	<p>Continue to develop confidence of staff in differentiating the curriculum and ensuring access to learning for all pupils</p>	<p>Continued training for staff on areas including dyslexia, ASC, visual impairments, hearing impairments and attachment disorder, as required.</p>	<p>Ongoing (e.g. staff meetings as needed)</p>	<p>SEN Support Services, SENCO & Headteacher</p>	<p>Raised confidence of staff in strategies for differentiation and increased pupil participation.</p>
	<p>Ensure TAs have access to specific training on disability issues</p>	<p>TAs to access relevant CPD courses each year in relation to their role:</p> <p>a) Training in feeding, manual handling, etc. is kept up to date.</p> <p>b) Staff will continue to receive training in low and hi-tech communication aids and STC to support access to the curriculum.</p> <p>c) Additional training in specific strategies will continue to be delivered, e.g. delivering touch typing training, adapting visual resources, adapting computing equipment/software, electronic reading resources and hearing aid maintenance.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SENCO</p> <p>SENCO</p> <p>SENCO</p>	<p>Raised confidence of TAs in strategies for differentiation and increased pupil participation.</p>
	<p>Ensure pupils with disabilities can participate equally in after school activities</p>	<p>Survey participation in after-school clubs.</p> <p>Liaise with parents to enable children to attend.</p>	<p>Ongoing</p>	<p>SENCO & Headteacher</p>	<p>Children with disabilities are confident and able to join out-of-school activities.</p>
	<p>Ensure all pupils are able to participate in external visits</p>	<p>Continue to risk assess destinations or activities to ensure accessibility is good and the venue is suitable.</p> <p>Maintain a good staffing ratio on external visits to allow for additional support as needed.</p>	<p>Ongoing (as needed)</p>	<p>Class teachers/ External Visit Coordinator</p>	<p>Children with disabilities are fully included in external visits.</p>

2. To improve and maintain access to the physical environment

Current good practice	Objectives	Actions	Timescale	Responsibilities	Outcomes
<p>Christ Church is a fully accessible flat site with no stairways, steps or lifts.</p> <p>Where there are slopes these have a handrail, and lines marked on the ground indicate changes in gradient for people with a visual impairment.</p> <p>The disabled toilet includes a full hoist.</p> <p>The front entrance doors can be opened using large, accessible, low-level button pads. Corridor doors are mag-locked for security and ease of access and exit. All interior doorways are sufficiently wide to be wheelchair accessible.</p> <p>Physical aids are provided to assist learning as advised by professionals, e.g. specialist technology or software, specialist seating, and portable aids for children with motor coordination difficulties and poor hand-eye skills.</p> <p>Disabled parking bays are available both within the school car park and on the road directly outside school.</p>	<p>School staff and governors are aware of the access needs and issues of disabled children.</p>	<p>Individual children's access needs will continue to be detailed in their Passports and/or EHCP.</p> <p>Where required, these children will continue to need an EVAC PEEP (evacuation plan in the event of an emergency).</p> <p>The Physical Impairment and Medical Support Service from Somerset County Council will provide information and training on general and specific access needs as required.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SENCO</p> <p>SENCO</p> <p>SENCO</p>	<p>All staff aware of all pupils' access needs. Appropriate paperwork in place to meet access needs.</p>
<p>Physical aids are provided to assist learning as advised by professionals, e.g. specialist technology or software, specialist seating, and portable aids for children with motor coordination difficulties and poor hand-eye skills.</p> <p>Disabled parking bays are available both within the school car park and on the road directly outside school.</p>	<p>Signage and external access continues to be suitable for visually impaired people</p>	<p>Monitor and maintain high visibility yellow paint stripes on edge of all external changes in gradient or level.</p> <p>Replace external light bulbs immediately when "blown".</p> <p>Maintain wheelchair accessible toilet with fixed hoist (servicing required) and changing facilities.</p>	<p>Ongoing premises repair and maintenance</p>	<p>SENCO, Inclusion Support Service, School Business Manager, Site Manager and H&S Governor</p>	<p>Visually impaired people feel safe in the grounds.</p> <p>Access around the site easier for all.</p> <p>Premises repair and maintenance has a high priority and is understood by all staff and governors as an essential part of the school's "Accessibility Plan".</p>

3. Improving access to information

Current good practice	Objectives	Actions	Timescale	Responsibilities	Success criteria
<p>We make written information in to pupils available in an appropriately accessible format to pupils with a disability.</p> <p>Termly extended parent meetings review how best to meet needs. Meetings to discuss one page profile with pupils are also termly.</p> <p>Letters home are also available electronically.</p> <p>Newsletter regularly signposts parent support systems.</p>	<p>Review information to parents/carers to ensure it is accessible</p>	<p>Ask parents/carers about access needs when child is admitted to school.</p> <p>Review letters home, policies and websites to check reading age/Plain English.</p> <p>If required, produce newsletter in alternative formats.</p> <p>Where needed, parents supported to read essential letters.</p>	Ongoing	Governors, administrators, SENCO & Headteacher	All parents accessing information in format that they can access, e.g. large print, Braille or being supported to access it.
	<p>Continue to ensure inclusive discussion of access to information in annual reviews/parents' evenings</p>	<p>As part of the review of every child's Learning Passport at three yearly reviews, parents/carers and children are asked about how their needs can best be met and this is updated on their One Page Profile.</p>	Ongoing	Class teachers SENCO	Staff more aware of pupils' preferred methods of communication.
	<p>Continue to signpost support for parents of children with disabilities</p>	<p>Continue to engage parents of disabled children when reviewing the SEND "Local Offer" for the school.</p> <p>Continue to signpost parents to appropriate services and support groups available in the community.</p> <p>Continue to routinely distribute information from SENDIAS or the Parent Carer Forum.</p> <p>Continue to include information on SEN/disability issues on school website, noticeboards and in newsletters.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SENCO</p> <p>SENCO</p> <p>Headteacher & office staff</p> <p>Headteacher & office staff</p>	<p>Increased confidence of parents of children with disabilities and those with SEN to support their children's education.</p>