

Accessibility plan

Christ Church CE Primary School



Approved by:

Resources Committee

Date: 21st January 2021

Last reviewed on:

Next review due by: January 2024

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Your word is a lamp to my feet and a light to my path' Psalm 119

Within God's family we nurture, teach and support each other, opening doors for all.

Our Christian values help us to flourish in school and in our community as beacons radiating the light of Jesus in all that we do.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve provision for children with SEND	SENDCo is experienced. Identification of needs Prompt assessment of children's needs Timely assessment of needs and application for additional support	Do we know staff confidence/areas for building? Do we know the children's needs?	Audit of staff Training Sharing of good practice	SENDCo	Nov 2020 Spring term 2021 Complete July 2021	Improvement in outcomes for children with SEND
Improve the provision of ICT equipment for pupils with SEND	Access to equal for all pupils to ipads and laptops All TAs who work with groups have dedicated	All staff to have a good understanding of what ICT can be used and how for all pupils. Teams – all children to be able to access	Find outstanding examples of ICT use in lessons, where possible teachers to be given opportunities to watch outstanding practitioner use of ICT in lessons Training on Teams for staff and implementation in each classroom for home learning and home work. Where appropriate it can also be used in class to support	SENDCo EHT	April 2021 October 2020	Evidence of ICT equipment being used in lessons more effectively

	laptop/device	'Immersive reader' in Teams when accessing documents	children.			
Improve the pupil voice for children with SEND	All children welcome on school council Questionnaires go to all children. Children are engaged in writing their own profiles.	SEND children are proactively invited to take part in school council	School council - SEND pupils to be on school council All children given the opportunity of a voice in PSHEC (incl through No Outsiders) Makaton used in EYFS class to promote the voice of all	School council lead Assistant Head 121 TA	October 2020 (and then ongoing) July 2020 (and then ongoing) Start Sept 2020	SEND pupils on school council Children engaged in pupil voice activities Makaton used to support communication
To improve the attainment and participation of pupils with social, emotional and mental health difficulties.	No Outsiders started Sept 2018, pupil engagement is good. Support for families during lockdown 2020 (and ongoing) Learning mentor to deliver ELSA sessions Emotional regulation resources area (bean bag room)	Families/children promptly sign posted or helped directly Parenting offer available for all parent/carers Children have good understanding of how their brain works and how to manage when they are finding things difficult	Meet regularly to discuss children impacted by SEMH issues with safeguarding team and SENCo Review support for children with mental health difficulties and adapt as required. Signpost parents to support Parent/Carer session – mental health and returning to school	DSLs and SENCO SENCo Teaching support staff	Sept 2020 onwards Jan 2021 Ongoing	CPOMS evidence of impact of regular reviews/actions. Children know how to manage their own mental health in a positive way

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved a Governor on the Resources committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy