



# Churchill CE Primary School

## Accessibility Plan

*With kind hearts and determined minds, we inspire each other to be the best we can be.*

Written by	Headteacher
Ratified by	Finance and Management Committee
Date last reviewed	January 2024
Date of next review	January 2027
Signed – Chair of Governors	<i>S Furniss</i>
Signed – Headteacher	<i>L Woollven</i>

## **ACCESSIBILITY PLAN**

This accessibility plan should be read in conjunction with school's Equality Policy.

*This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School*

### **Introduction, 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 which require schools to have an accessibility plan.

This plan sets out the proposals of the school leadership team and the Governing Body of the school, to increase access to education for pupils with disabilities in line with the duties in the Equality Act:

- increasing the extent to which pupils with disabilities can participate in the curriculum;
- improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided;
- improve the availability of accessible information to pupils with disabilities.

The Equality Act 2010 and the Public Sector Equality Duty (PSED) prohibits discrimination against people with the protected characteristics that are specified in section 4 of the Act. Disability is one of the specified protected characteristics. A person has a disability for the purposes of the Act, if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that, in general:

- the person must have an impairment that is either physical or mental
- the impairment must have adverse effects which are substantial
- the substantial adverse effects must be long-term
- the long-term substantial adverse effects must be effects on 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.

Churchill C.E. Primary School recognizes and embraces its duties under the Equality Act 2010 to make 'reasonable adjustments' for pupils with disabilities in order to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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

Included within this policy is an action plan which shows how the school will address the priorities identified.

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

## **AIMS**

The years that children spend in primary school are very important. They provide the foundation for the children's future education and influence their attitudes to learning. Churchill CE Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to promoting a culture of awareness, tolerance and inclusion.

We strive to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treated with respect. Everyone in our community should be provided with the opportunity to experience, understand and value diversity.

## **CONSULTATION AND INVOLVEMENT**

The development and review of this action plan and the actions within it, will continue to be informed by the input of staff, pupils, parents and carers by a variety of means including:

- feedback from parent questionnaires and parents' evening;
- input from staff questionnaires or through staff meetings / INSET;
- feedback from the school council, PSHE lessons and pupil interviews;
- issues raised in annual reviews or reviews of progress on Learning Plans or EHCPs;
- feedback at Board of Governor meetings.

## **REVIEW OF PROGRESS AND IMPACT**

We will review progress against our accessibility plan annually making amendments where required. Detail on this process is included in the plan at the end of this policy.

## **PUBLISHING THE ACCESSIBILITY PLAN**

We will:

- publish our accessibility plan on the school website;
- raise awareness of the action plan through the school newsletter, staff meetings, Governor meetings and other communications;
- make sure hard copies are available on request.

## **EXAMPLES OF GOOD PRACTICE ALREADY IN PLACE WITHIN OUR UNIVERSAL PROVISION OFFER:**

- seating for pupils with hearing or visual difficulties central to the classroom and closer to the front
- coloured books are provided for pupils, showing dyslexic tendencies, to record their learning
- interactive whiteboard – different background colour chosen (rather than white) for dyslexic pupils or pupils with visual tracking difficulties
- paper copies made of interactive whiteboard for pupils with visual tracking difficulties
- visual timetables
- pictures as well as text on labelling (also helps EAL pupils)
- planned seating for pupils where required (e.g. for attachment disorder)
- 'learning space surrounds' available to reduce visual distractions for pupils with identified learning needs
- access to sound suppressing headphones in each class
- planned seating - accessible - for pupils with physical mobility challenges
- writing slopes for pupils with core instability
- seating cushion for pupils with core instability
- pencil grips for pupils with fine motor skill challenges
- assemblies and shared learning opportunities promoting motivation and determination themes

- level site providing access to all areas for pupils, staff, parents/carers and visitors
- disabled toilet facilities

## **SCOPE OF THE PLAN**

This plan covers the main strands of the planning duty:

Increasing the extent to which pupils with a special educational need and/or disability can participate in the school curriculum.

- Increase access to the curriculum for pupils with a SEN/D, expanding the curriculum as necessary to ensure that pupils are as equally prepared for life as their peers. This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information and verbal information to pupils, staff, parents and visitors with SEN/D. Examples might include handouts, 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.

Improving the physical environment of the school to increase the extent to which SEN/D pupils can take advantage of education and associated services.

- Improve 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.

## **OTHER RELATED SCHOOL POLICIES & DOCUMENTS**

This accessibility plan is linked to and should be read in conjunction with the following policies and documents:

1. Universal Provision offer
2. Equal Opportunities Policy
3. Risk Assessment Policy
4. Health and Safety Policy
5. Supporting pupils with medical conditions Policy
6. Positive Behaviour Policy
7. Admissions statement
8. SEN/D Information Report
9. LSP SEN/D policy

Training needs and resources for all school staff can be identified in the following ways:

- Audit of staff expertise and training needs
- Recognizing specific needs for individual pupils and how staff can be trained to support that child/group of children
- Elements of the school improvement/development plan to be addressed through training
- Resources are purchased as and when they are required and/or recommended from professionals working with pupils.

### ***Supporting Partnerships:***

We will work closely with parents to ensure that the plan is implemented effectively. The following agencies will be used to support the plan, amongst others: Occupational Therapy, Physiotherapy and the Sensory Support Team.

**Reviewed:** January 2024

**Next review:** December 2027 or sooner, if necessary - Finance and Management Committee

<b>Access to the curriculum:</b>			
<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Success Criteria</b>
Access to universal provision	<ul style="list-style-type: none"> <li>Review universal provision to ensure that children are able to access the curriculum with a particular focus on assistive technology.</li> <li>Dyslexia friendly strategies will be employed within each classroom to ensure that children can access the curriculum e.g. coloured background on Smartboard, coloured overlays where needed.</li> </ul>	Ongoing	<p>All children have access to our universal provision, including high quality teaching and physical adaptations within reason as required.</p> <p>All children have access to SEMH related support when needed</p>
Training for staff on increasing access to the curriculum for all pupils	<ul style="list-style-type: none"> <li>Medical needs training relating to access to the curriculum e.g. Epilepsy, CHI, Cerebral Palsy, Cystic Fibrosis</li> <li>Sensory needs training relating to accessing the curriculum for children with a sight or hearing impairment</li> <li>Consider hearing loop systems when recommended</li> <li>SEND needs training e.g. autisms, dyslexia</li> </ul>	Ongoing	<p>Staff are able to request additional CPD where needed and are offered opportunities to attend training specific to the needs of the children they are working directly with</p> <p>Whole staff training opportunities are included in the annual CPD cycle for general areas of need (e.g. autism, dyslexia, PDA)</p>
Enable children to access calm and quiet spaces when dysregulated	<ul style="list-style-type: none"> <li>Zones of Regulation curriculum embedded within the ethos of the school</li> <li>All adults trained in Zones of Regulation and how to access the regulation stations set up across the school</li> </ul>	Ongoing	<p>Regulation Stations are available for all children to access</p> <p>Annual revisiting of the Zones of Regulation curriculum in the first term of every academic year as part of the PSHE curriculum</p>
All school visits and trips need to be accessible for all pupils	<ul style="list-style-type: none"> <li>Risk assessments conducted</li> <li>Ensure staff are fully briefed with regards to the medical and SEND needs of pupils</li> </ul>	Ongoing	Staff successfully complete risk assessments and visits to ensure trips and visits are accessible to all children
Teachers and/or Sports Coaches have a secure understanding of how to adapt the PE curriculum to ensure it is accessible for all pupils	<ul style="list-style-type: none"> <li>SENDCo to share needs with teaching staff and/or Sports Coaches</li> <li>Review of the curriculum to meet the needs of all pupils</li> </ul>	Annually	All staff are aware of how they can adapt the PE curriculum to ensure accessibility for all children and all children can take part successfully in regular PE sessions
Ensure pupils with disabilities can take part equally in whole school events, lunchtime and after school activities	<ul style="list-style-type: none"> <li>Ensure whole school events can be adapted to include all children</li> <li>Ensure staff running extra-curricular clubs understand the needs of children in attendance</li> <li>When attending church, ensure all children with mobility difficulties are able to get to the church</li> </ul>	Ongoing	Children with disabilities successfully take part in whole school events, lunchtime and after school activities

<b>Access to the physical environment:</b>			
<b>Aim</b>	<b>Action</b>	<b>Timescale</b>	<b>Success Criteria</b>
Whole school Evacuation	<ul style="list-style-type: none"> <li>• PEEP plans in place for children and adults where there are mobility difficulties</li> <li>• PEEP plans for children where there are special educational needs</li> </ul>	Ongoing – plans reviewed annually	Children or adults with mobility needs and those children with SEND are able to safely evacuate in the event of a whole school evacuation and supporting adults are familiar with their individual PEEP plans
Maintain the safety of people with mobility difficulties	<ul style="list-style-type: none"> <li>• Check that pathways are level in order that people with mobility difficulties can access the site</li> <li>• Check site for trip hazards</li> </ul>	Ongoing	Regular Health and Safety audits are carried out and requests for repair or adaptation are made and reviewed
Quiet space for children accessing the curriculum	<ul style="list-style-type: none"> <li>• Children have access to the Library, the Studio, and The Pudding Pie Pod, where they can access the curriculum in an environment that is less stimulating</li> </ul>	Ongoing	Children who are overwhelmed by the classroom environment are able to successfully access their learning in a quiet designated space
Quiet space for children to eat their lunch	<ul style="list-style-type: none"> <li>• The Pudding Pie Pod is available for pupils that find eating their lunch in the main dinner hall overwhelming</li> </ul>	Ongoing	Children can eat their dinner in a quiet space and have the option to have a friend with them
To ensure that where children have physical disabilities that they are located in a classroom that is accessible	<ul style="list-style-type: none"> <li>• All classrooms are accessible with no stairs throughout the building and adaptations made as and when required to meet specific physical disabilities (e.g. uncluttered environment and suitable seating plan for pupils with visual or hearing impairment)</li> </ul>	Ongoing	Classrooms are adapted within reason to meet the physical needs of pupils as and when that need arises