

Accessibility Plan: Churchfields Primary School

Purpose of this Accessibility Plan

This accessibility Plan is written in compliance with current legislation and requirements in Schedule 10 relating to Disability, of the *Equality Act 2010*. This is linked with the school's duty to make reasonable adjustments, which includes taking positive steps to ensure that disabled pupils can fully participate in the education provided by the school and to avoid any substantial disadvantage.

Definition of disability

Disability is defined by the *Equality Act 2010* as 'a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities'.

Key Aims

For pupils and other members of the school community with a disability to have:

- total access to our school's environment, curriculum and information; and
- full participation in the school community

Principles

- Compliance with the *Equality Act 2010* is consistent with our school's aims and equal opportunities policy and SEN/D Information Report.
- Our staff recognise their duty under the *Equality Act 2010*:
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
 - not to treat disabled pupils less favourably;
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage; and
 - to publish an Accessibility Plan
- In performing their duties governors have regard to the *Equality Act 2010*, our school:
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability;
 - recognises the effect their disability has on his/her ability to carry out activities; and
 - respects the parents' and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Access to provision

Accessibility outcome	Actions to achieve this	Who responsible	Timeframe
All children, regardless of their particular protected characteristics, to see themselves as part of the school community	Ensure the curriculum continues to provide role models which all young people can identify with, which reflect race, ethnicity, sex, disability, sexuality, gender and religious beliefs.	Head Teacher Curriculum Lead	Ongoing – always considered in planning
Plan in advance for the needs of disabled children, minimising the need for ad-hoc responses and thus creating an environment where such provision for all is on par with and not different from, other children. Including the provision of auxiliary aids (such as a Soundfield system).	<p>Work with outside agencies – OT & EP to draw up a list of necessary adjustments and specialist equipment needed to support all.</p> <p>Before a new child starts, ensure reasonable steps are taken to ensure they are not placed at substantial disadvantage.</p> <p>Class teachers to assess possible barriers to learning and make necessary adjustments to support individuals & groups to enable active participation in the curriculum and assessment activities.</p>	Head Teacher Deputy Head Inclusion Leader Class Teachers Teaching assistants	<p>Summer term</p> <p>Summer term (in advance of September new starters)</p> <p>Ongoing – always considered in planning</p>
Ensure there is a range of inclusive extra-curricular clubs offered cross the school to encourage vulnerable children to engage and participate in wider experiences.	<p>Monitor the provision and take up of clubs to ensure there is a range on offer.</p> <p>MDS to support organised activities at lunchtimes.</p>	Head Teacher Inclusion Leader MDS	Summer term in advance of agreeing clubs for new school year
Review children's progress, through tracking data and Pupil Progress Meetings, to ensure all children are making appropriate progress through the curriculum.	Information sharing between class teachers & SLT, regular data drops, PS reviews all to address needs.	SLT Class teachers	Termly
Ensure the curriculum is carefully planned to be accessible to all learning styles and needs, allowing all children to achieve and succeed.	<p>Planning to be adapted to suit individual's needs.</p> <p>Appropriate resources to be provided for all children.</p> <p>Advice sought from external agencies and implemented where appropriate.</p>	Class teachers	Ongoing – always considered in planning
All children to have fair access to educational visits and residential trips.	When planning a visit, staff should duly consider the needs of all pupils and make provision to allow all children to access. Risk assessments to be written to include the needs of all children.	Educational visit administrator Educational visit coordinator Class teachers	Ongoing – always considered in planning visits and trips

Access to the physical environment

Accessibility outcome	Actions to achieve this	Who responsible	Timeframe
All areas of the school building and grounds will be accessible for all children and adults.	<p>Site manager to review access around the site (indoors and outside).</p> <p>Access to be reviewed by external teams where appropriate – vision, hearing, OT, physio etc.</p>	<p>Site Manager Head Teacher Inclusion Leader</p>	<p>Summer term – in advance of Sept' new starters</p>
Access to disabled toilets and changing facilities, including shower, are available to all.	<p>Intimate Care Plans in place, for all who require it, and kept in a central register (held by Inclusion Leader).</p> <p>Staff report to parents / carers when changing has taken place – other than when part of the child's normal daily routine.</p> <p>All areas (hygiene suite) to be kept clean and clear for regular daily use.</p>	<p>Inclusion Leader</p> <p>Class Teachers</p> <p>Contract cleaners & Site Manager</p>	<p>Ongoing – plans always kept up to date and written when needed</p> <p>Daily</p>
Ensure staff training, including paediatrics first aid training, is in place to support the needs of children currently on roll.	<p>Review how children's needs are being met and identify any training needs.</p> <p>Ensure Paediatric First Aid certificates are up to date</p>	<p>Inclusion Leader</p> <p>Family Worker</p>	<p>Summer term</p>
Classrooms to be clear and clutter-free. Seating to be adjusted to support individual needs with appropriate resources available.	<p><i>Display Policy</i> and <i>Staff Handbook</i> to provide checklists for classroom organisation.</p> <p>Display and whiteboard fonts to be dyslexia friendly (Century Gothic).</p> <p>Tinted books available for children with visual stress. Alternative recording methods and assistive technology available – voice recorders, laptops etc.</p> <p>SEN & EAL registers to be updated termly</p>	<p>SLT</p> <p>Class Teachers</p> <p>Inclusion Leader Class Teachers</p> <p>Inclusion Leader</p>	<p>Summer term in advance of new school year</p> <p>Ongoing</p> <p>Ongoing – always considered in planning</p>
Ensure all disabled children can be safely evacuated.	<p>All staff to be aware of emergency exit points – from all locations. All staff to be clear on their personal responsibility in relation to disabled children.</p>	<p>SLT Class Teachers</p>	<p>Summer term</p>

Access to information

Accessibility outcome	Actions to achieve this	Who responsible	Timeframe
<p>Ensure the school knows about all disabilities of pupils and staff – even those which are ‘invisible’.</p>	Identify pupils' needs in a timely manner, moving through the SEND Identification Process (see SEND Policy) effectively. Staff available for parents meetings to discuss disabilities and need.	Inclusion leader Class teachers Class Teachers	Ongoing – regular reviews and discussed at staff meetings
	Parents to be encouraged to communicate any perceived requirements for adjustments.	SLT	Ongoing
	Staff to be encouraged to express SEND concerns to Inclusion Leader and parents.	SLT Inclusion Leader	Ongoing Ongoing
	Inclusion Leader present for parents' evening appointments when requested by either parent or class teacher.		Termly
<p>Families should all know how to raise issues regarding equality and diversity</p>	Trust-wide Accessibility & Equality Policy to be on the school website.	SLT	Summer term – reviewed regularly as per schedule
<p>Written information to be made available in alternative formats when appropriate.</p> <p>Verbal information to be adapted for the needs of hearing impaired pupils / parents</p> <p>Support for families with EAL</p>	<p>Families to be offered paper copies of letters and documents when online versions cannot be accessed. Braille versions of reports to be offered for visually impaired families.</p> <p>Correspondence to be put in writing to hearing impaired families.</p> <p>Interpreters – both sign language and spoken languages - to be made available for meetings.</p>	<p>Admin Team</p> <p>Class Teachers / admin team</p> <p>Inclusion Leader / Family Worker</p>	Ongoing
<p>Formalised recording of provision to be detailed to families for children on SEN Support and with EHCPs.</p>	<p>Termly review and setting of Personal Support Plan (PSP) targets for all children on SEN Support.</p> <p>Termly sharing of PSPs with families.</p> <p>Pupil's views updated annually for the PSP and families are encouraged to share their views.</p>	<p>Class Teachers</p> <p>Inclusion Leader</p> <p>Class teachers</p>	

