



Christ Church CE VA Primary School

Accessibility Policy

This policy will be reviewed in full by the Governing Body on a biennial basis.

This policy was reviewed and updated in **June 2020**.

Next review date: **June 2023**

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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

Here at Christ Church Primary School, we work in partnership with home and Church to serve and nurture all children and adults in our care. Our Christian ethos and values are at the heart of everything we do, enabling our community to reach their full potential and flourish for life in all its fullness. Our 5 core values were carefully chosen by our pupils, staff, parents and governors and support the development of the whole child. They are: Faith, Achievement, Teamwork, Fairness and Kindness. Our last two values encapsulate our commitment to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

Christ Church Primary School is part of the Kaleidoscope Multi-Academy Trust and as such we work closely with our partner schools to learn from each other and to continue with the development of our school.

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, including pupils, parents, staff, our Local Governing Body and the Kaleidoscope Trust Board.

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. Curriculum Access Action plan

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

Target	Strategy	Outcome	Timeframe	Achievement
To continue with CPD through staff meetings and training to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them.	Staff training requirements identified (performance management / appraisals). Guest speakers, school nurse, link professionals, INSET days.	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Pupil Progress meetings Parent meetings	Ongoing	Increased access to an appropriate curriculum for all pupils.
All out-of-school activities are planned to ensure the participation of the whole range of pupils wherever possible.	Review all out-of-school provision to ensure compliance with legislation. Add an accessibility column to out-of-school risk assessment for staff to complete. If necessary, an individual pupil risk assessment should be conducted.	All out-of-school activities will be conducted in an inclusive environment. Where possible with providers that comply with all current and future legislative requirements.	Ongoing	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils.
To ensure classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	All pupils will have access to the resources required for a curriculum area.	Ongoing	All pupils are able to demonstrate some independence in accessing the curriculum.
Training for Governors in terms of Raising Awareness of Disability Issues.	Provide training for governors.	Whole school community aware of issues relating to Access.	Ongoing	Governors will be suitably upskilled to hold staff to account.

To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class and staff accordingly. Ensure staff skills are matched to pupil needs.	Pupil's needs are appropriately met through effective deployment of skilled support staff.	Ongoing	All pupils are supported to achieve their full potential, whilst also being given the opportunities to develop independence.
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4. Physical Access Action plan

Location	Item to improve physical access	Activity	Timeframe	Cost (est)
Year 1 entrance door	Fix motor to enable assisted opening of the door.	AR/AI to collect quotes	2 years	-
Reception entrance door	Fix motor to enable assisted opening of the door.	AR/AI to collect quotes	2 years	-
Year 6 hut exit	Ramp to enable exit from Year 6 classroom.	AR/AI to collect quotes	2 years	-
Year 3 corridor entrance	Ramp to enable access from garden to the Year 3 corridor.	AR/AI to collect quotes	2 years	-
Fire exit signage	Purchase and install more illuminated signage.	AI to meet with fire officer to discuss the need for more illuminated signage to assist those with visual impairments.	1 year	-

5. Information Delivery Action plan

Target	Strategy	Outcome	Timeframe	Achievement
Improve the accessibility of	Anonymous questionnaire sent	School will be more aware of	September 2020	Parental engagement will

information to parents.	to all parents to gather information on any SEND that may impair their ability to access information.	the needs of its community and will begin to make adjustments to its information delivery practices.		improve.
Availability of written material in alternative formats.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	When needed	Delivery of information to disabled pupils and parents improved.
Raise awareness amongst staff of the need to use a range communications systems when required.	Training on range of issues such as functional use of sign language, and managing SALT plans as required Other training as required	Awareness of target group raised.	When needed	School will be more effective in meeting the needs of its learners.
Ensuring accessibility for pupils with visual impairment.	Seek advice on alternative formats and use of IT software to produce customized materials. High contrast setting on computers. Yellow backgrounds on interactive whiteboard screens.	Pupils with visual impairments will be able to access and become more engaged with their learning.	When needed	School will be more effective in meeting the needs of its learners.



6. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Headteacher, Local Governing Body and Kaleidoscope Trust Board.

7. Links with other policies

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

- Risk assessment policy
- Equality policy
- Special educational needs and disabilities (SEND) policy
- Supporting pupils with medical conditions policy
- Behaviour policy
- LGB terms of reference policy
- Designated teacher (Looked after Child) policy



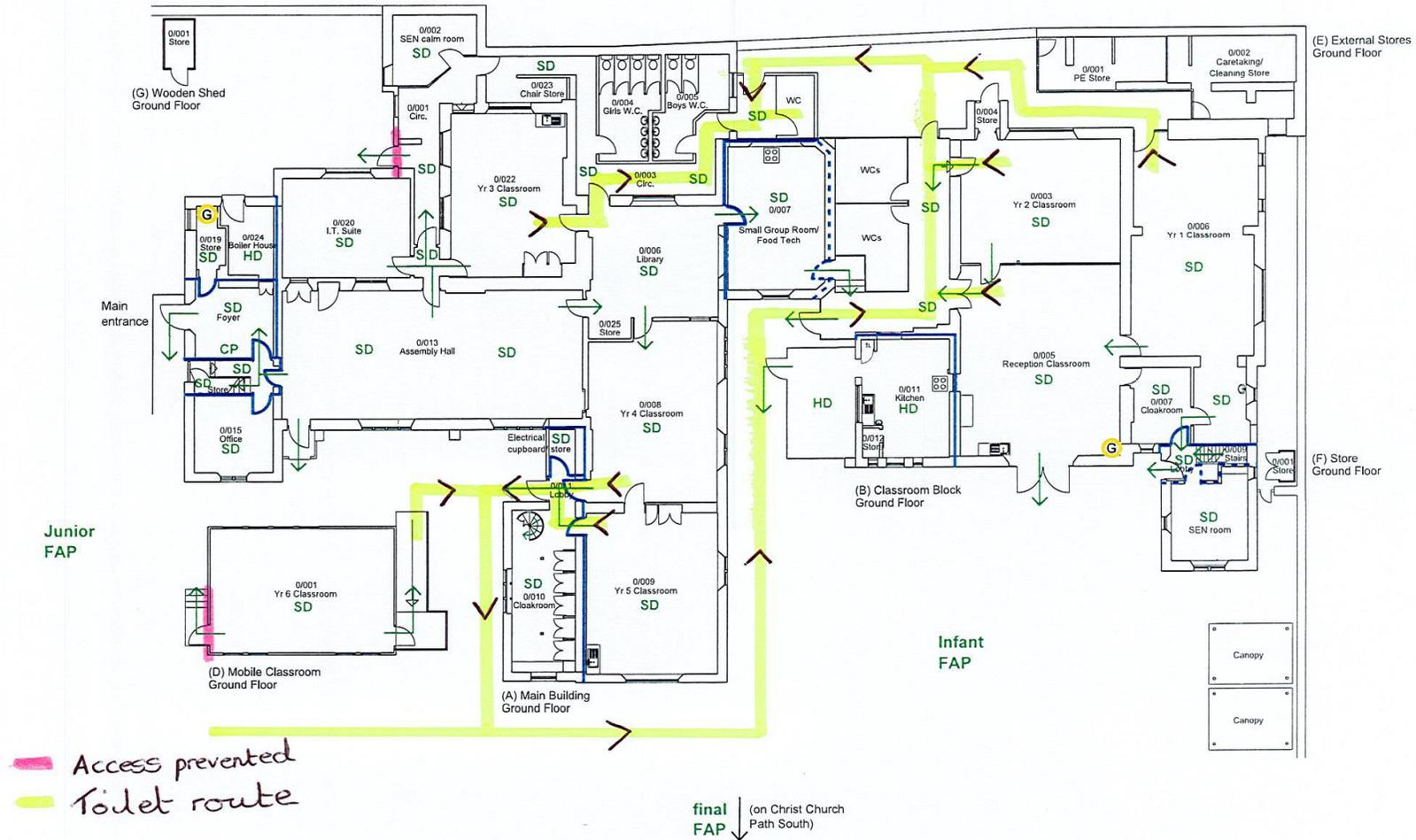
Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Admin block (2 storeys) Infant block (2 storeys)	None available due to the Victorian nature of the building	-	N/A
Corridor access	All corridors meet the average 24-27 inches wheelchair width.	Access to be plotted on appendix 3.	AR / AI	1.09.20
Lifts	None	N/A	N/A	N/A
Parking bays	No school parking available. However, there is short term parking (1hr) available opposite with one designated disabled parking space.	N/A	N/A	N/A
Entrances	Wheelchair accessible entrances are plotted in blue on appendix 3.	Quotes to be collected for building a ramp for Year 6 exit and Year 3 corridor entrance, which are not currently accessible for wheelchairs (marked in pink on appendix 2 /	AR / AI	1.7.2021

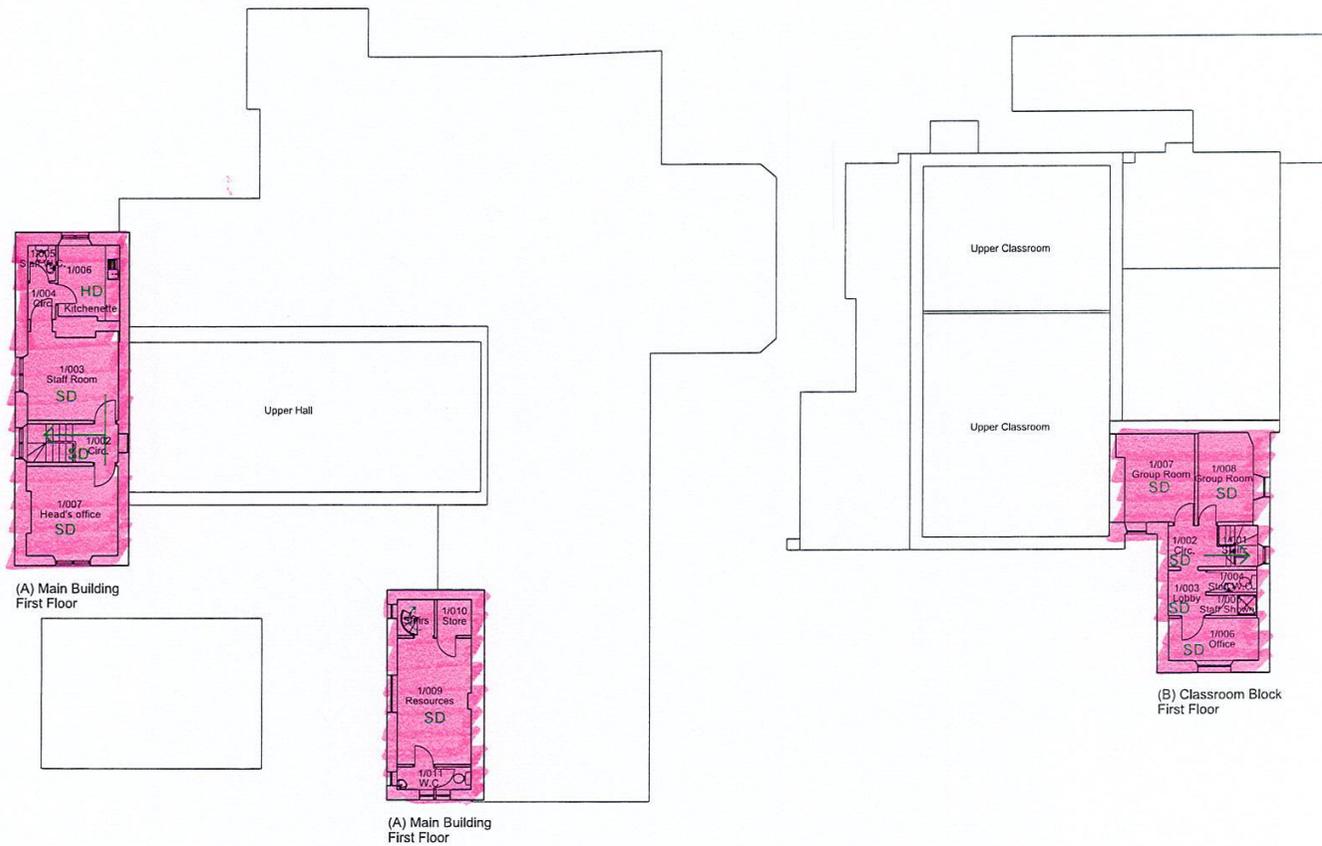
		3).		
Ramps	Wheelchair accessible entrances (ramps or flat) are plotted in blue on appendix 3.	Quotes to be collected for building a ramp for Year 6 exit and Year 3 corridor entrance, which are not currently accessible for wheelchairs (marked in pink on appendix 2 / 3).	AR / AI	1.7.2021
Toilets	All toilet entrances meet the average 24-27 inches wheelchair width. One disabled toilet is available.	Plot disabled toilet access route from classes on appendix 2.	AR / AI	1.09.2020
Reception area	Ramp from playground to entrance. Mechanical door (currently not working).	Quotes to repair mechanical door to be collected.	AR / AI	1.7.2021
Internal signage	Good. Fire exits labelled with signage / illuminated signage.	AI to discuss with Fire Officer whether more illuminated signage should be used for to make exits clearer for visually impaired.	AI / AR	1.7.2021
Emergency escape routes	Escape routes plotted on appendix 3. Year 6 exit / Year 3 corridor entrance not currently wheelchair accessible.	Quotes to be collected for building a ramp for Year 6 exit and Year 3 corridor entrance, which are not currently accessible for wheelchairs (marked in pink on appendix 2 / 3).	AR / AI	1.09.2020

Toilet Provision

Ground floor



First floor

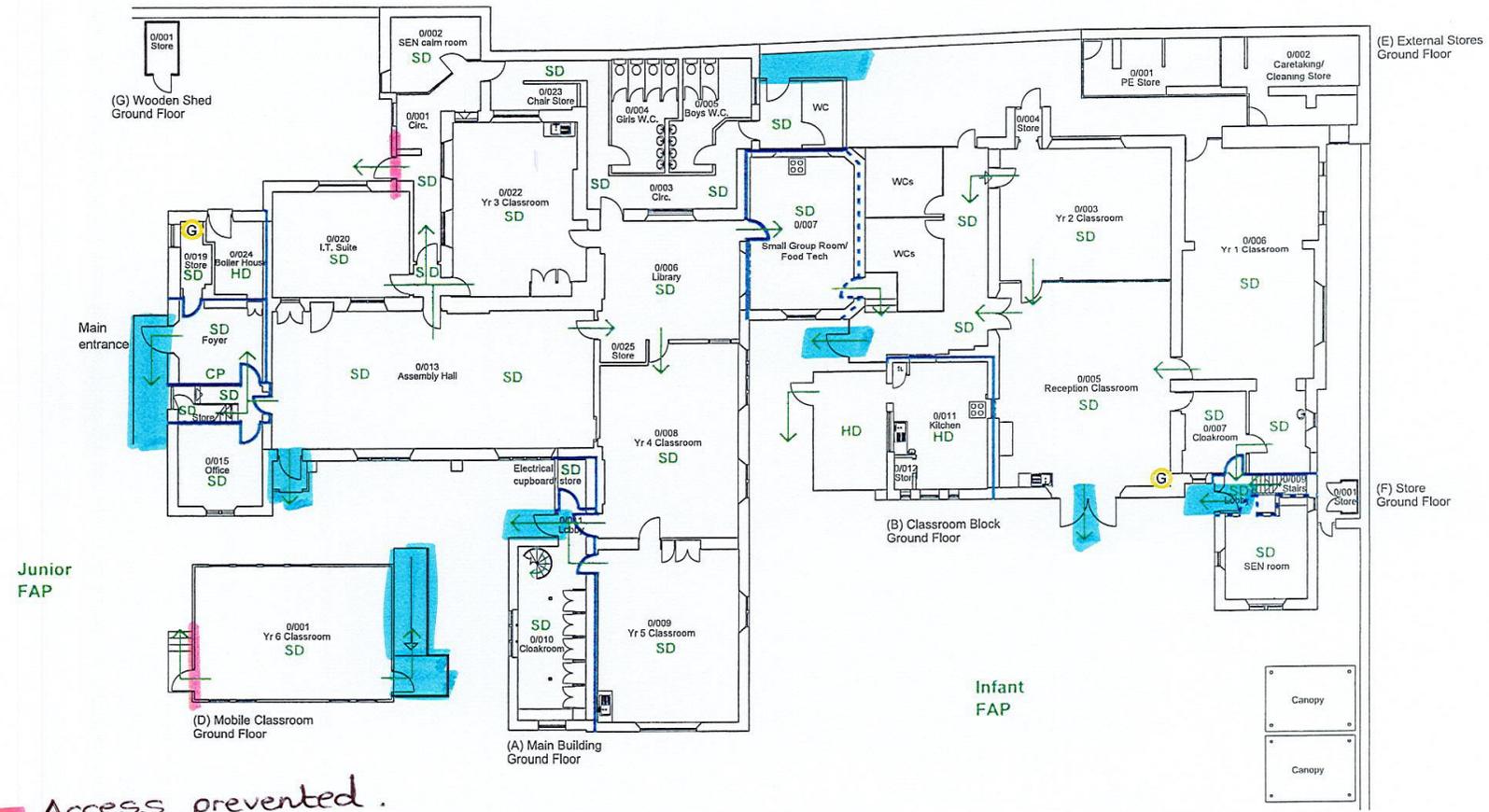


(A) Main Building First Floor

(B) Classroom Block First Floor

Ground floor

Emergency Routes



- Access prevented.
- Wheelchair access points (flat or ramp)

final FAP ↓ (on Christ Church Path South)

First floor

