



Christleton Primary School
Be the best you can be

Accessibility Plan

Document name		Author	
Accessibility Plan		Mr Mitchell	
		Version number	1.1
Reviewed by		Controlled copy	X
Building and Maintenance		Un-controlled copy	
Date of Policy	Policy Reviewed	Next Review	
May 2017	March 2020	March 2023	
Signed Head teacher			
Signed Chair of Governors			

This is the property of Christleton Primary School and is not to be copied, reproduced or published in whole or in part without prior written consent.

Christleton Primary School

Accessibility Plan

At Christleton Primary School we want all the children to enjoy school, to be challenged to achieve their very best, and to develop a love of learning. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, gender, sexual identification, sexual orientation, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

We believe in giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of each pupil's varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Aim

This plan demonstrates how Christleton Primary school plans, over time, to increase accessibility of provision for all pupils, staff, parents / carers and visitors to the school.

It has been drawn up through ongoing analysis of need and consultation with stakeholders.

Definition of disability

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.

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

- *Inclusive School (DfES 0774/2001)*
- *SEN & Disability Act 2001*
- *The SEN Revised Code of Practice 2002*
- *The Disability Discrimination Act (amended for school 2001)*
- *Code of Practice for Schools (Disability Rights Commission)*
- *ISI Inspection*

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.

Areas of planning responsibilities

- **Curriculum** - Increasing access for disabled pupils to the school curriculum (Includes taught curriculum and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits).
- **Physical environment** - improving access to the physical environment of the school (Includes improvements to the physical environment of the school and physical aids which may be used to access education).
- **Communication** – improving delivery of information to all stakeholders (Includes planning to make written communication accessible for all stakeholders and take account pupil's disabilities and pupil's and parents' preferred formats).

We acknowledge that there is an ongoing need to raise awareness and provide training for staff and governors in relation to disability discrimination and the need to inform attitudes on this matter.

Relevant School Policies

This policy should be read in conjunction with the following documents.

Anti-bullying policy	Dignity at work policy	Looked after children policy
Behaviour and discipline policy	Equality act	Medical conditions policy
Charging and remissions policy	Equality policy	Race equality policy
Child protection policy	Health and safety policy	Safer recruitment policy
	Inclusion policy	SEN Policy and SEN information report

All of these documents, alongside the accessibility plan can be accessed through the school website or requested from the school office.

Monitoring

The accessibility plan will be monitored through relevant governor committees such as those concerned with learning, teaching and the school site. The school will continue to work in partnership with the local education authority 'Cheshire West and Chester'.

Ofsted will monitor the plan as part of their inspection cycle.

Targets	Strategies	Timescales	Responsibility	Monitoring	Success criteria
Curriculum					
Is the curriculum designed to allow equal access to all?					
Progress is being made by all pupils across school.	Data is analysed to ensure all pupils are making progress. Data is analysed to identify any inequality of achievement with particular groups.	Termly pupil progress meetings. Termly pupil Progress meetings.	Headteacher Deputy headteacher SENCO	Headteacher and SENCO monitor after each assessment cycle	Pupils in all groups are making progress. Any evidence of inequality or underachievement by any group/s is identified and actions put into place to address.
All staff (teachers and TAs') are confident in the delivery a quality curriculum to pupils.	Staff are provided with high quality training. Expectations are clear and materials are provided to demonstrate progression.	On-going and as required	Headteacher SENCO	Headteacher	Raised staff confidence and full pupil participation in the curriculum.
The curriculum is differentiated to meet the needs of all pupils	Teaching staff provide differentiated lessons to meet the needs of the pupils in their care.	Evidenced through weekly planning and annotations	All class teachers	Subject leaders esp. Writing, reading, maths and science leads. Headteacher and deputy head	In all classes appropriately differentiated lessons are provided which address the needs of all children in the cohort.
The needs of all pupils with identified special educational needs and / or disabilities are met.	Termly action plans Access to a broad and balanced curriculum for identified pupils requiring support beyond the level provided through differentiation in the classroom.	Tracking of identified pupils termly. Action plans written using this information to ensure access to the curriculum. Effective use of TAs to support identified needs	All class teachers	SENCO (LH) to monitor the effectiveness of provision. SENCO (LH) to analyse pupil progress termly and yearly to identify progress, patterns and trends	SEND children's progress is good. SEND children's provision addresses their need.

<p>The needs of pupils with English as a second language are planned for.</p>	<p>Any child with English as a second language receives appropriate differentiated support to enable them to access the curriculum and make progress.</p>	<p>Provision reviewed termly alongside the attainment data.</p>	<p>All class teachers</p>	<p>Pupil progress meetings termly. Additional reports by the SENDCO. (LH)</p>	<p>Children with English as a second language make good progress. The provision for children with English as a second language is appropriate and addresses their need.</p>
<p>The school has appropriate resources (staff and physical) to support the needs of its pupils.</p>	<p>Develop resources to ensure that there is appropriate provision to support the access of all children. This may include visual timetables, use of staff, physical resources such as number lines, specific writing materials etc.</p>	<p>Provision is ongoing based on the needs of the pupils within the school. Where appropriate risk assessments are undertaken to ensure needs are met (e.g. toilet plan)</p>	<p>All teachers have responsibility to communicate any needs to the SLT</p>	<p>SENDCO (LH) to monitor resources in place across the school and their use.</p>	<p>The resources provided enable all pupils to have full access to all aspects of school life. Academic and personal outcomes are supported</p>
<p>All pupils are able to access the curriculum</p>	<p>Resources (human and physical) are used to ensure that all children are able to access the curriculum. Financial support may be provided by the school to ensure equal access to activities which incur a cost.</p>	<p>Ongoing as the need arises throughout the year. Also in response to new children entering the school or changes in pupil needs. Effective use of funding e.g. pupil premium</p>	<p>All teaching staff</p>	<p>Monitored by curriculum leaders. Overview by SENDCO - LH</p>	<p>The resources provided enable all pupils to access a broad and balanced curriculum</p>

Targets	Strategies	Timescales	Responsibility	Monitoring	Success criteria
Building design					
Improving access to the physical environment of the school.					
The school is aware of the access needs of disabled pupils, staff, governors, parent / carers	Any physical adjustments or adaptations necessary to accommodate individual pupils' needs are made as and when necessary	Daily basis	Site maintenance officer (SMO) Governors – Building and maintenance committee.	SENDCO Headteacher	The building is fit for purpose and physical adaptations have taken place to accommodate the needs of the pupils
	Access plans are written for individual pupils when required.	As appropriate for individuals Risk assessments regularly reviewed.	Class teachers	SENDCO	Appropriate plans in place for disabled pupils and all staff are aware of pupils needs
	Be aware of the needs of visitors, governors and parents regarding access.	Ongoing	Headteacher	Headteacher / Governors	All staff and governors feel confident their needs are met. Parents have full access to all school activities.
	Consider access needs during the recruitment process	When recruitment is taking place.	Headteacher	Headteacher	Access issues do not influence recruitment and retention.
	Ensure access around school is safe for visually impaired people by marking step edges	On-going – replace when needed	Site maintenance officer	Headteacher	Visually impaired people feel safe and secure in the school grounds.
	All fire exits are suitable for all inc wheelchair access	On-going and as required and appropriate	Site maintenance officer	Headteacher	All disabled staff, pupils and visitors have safe independent exit from the school.
	Ensure advice from outside agencies is sought when required.	As required	Headteacher	Headteacher	All children have equal access to the curriculum.

Targets	Strategies	Timescales	Responsibility	Monitoring	Success criteria
Communication The school has a range of communication methods in place which ensures that information is shared appropriately with the community The information should take account of pupil's disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.					
Information is presented clearly to stakeholders	Identified children have access to specific resources (e.g. visual timetables) which communicates information clearly	Provided and updated daily	Class teachers	SENDCO (LH) SLT	Children have the resources available to them which allow information to be understood.
	Newsletters are emailed out to all parents and staff and put onto the school website. Hard copies are present in the school entrance and staff room. Letters are written in clear print in 'simple' English	Fortnightly	Headteacher	Headteacher	Newsletters provide regular news and updates to the parents.
	Weekly overviews are provided to all school staff. (electronic version is emailed out weekly)	Weekly on a Friday	School office to ensure key dates are communicated to the wider staff.	Headteacher	Timetable provides clarity for the week
	Staff briefings take place weekly to share information.	Weekly	Headteacher / Deputy Headteacher	Headteacher	Briefing provides an opportunity for important messages to be shared.
	Twitter is used to communicate events and share information with the wider community.	Updated daily	Staff to provide updates	OM	Twitter provides information for parents and the community about school and the activities taking place within.

	School office will support and help parents to access information and complete school forms.	As and when needed	School office staff CB, LB, JB	OM LB	Facility for parents to access support if needed
	Website will provide access to documents and forms.	Information reviewed half termly	School office staff	Headteacher Bursar	Website contains the documents required.
	Languages other than English to be visible in school.	On-going	All staff	Headteacher Bursar	Other languages are displayed throughout school
	Annual review information to be as accessible as possible through the use of child friendly material.	On-going	SENDCO	SENDCO	Parents are confident to discuss their child's education

Abbreviations

SLT – Senior Leadership Team

SMO – Site Maintenance Officer

SENDCO - Special Educational Needs Co-ordinator