CHRIST CHURCH

PRIMARY SCHOOL

Accessibility Plan 2020

Christ Church Primary School,
Dale Street, Burton-upon-Trent, Staffordshire
DE14 3TE
e-mail: office@christchurch-burton.staffs.sch.uk
website: https://www.christchurch-burton.staffs.sch.uk
Tel: Burton (01283) 247400

Author: V Anderson

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Signed: *S Marbrow*

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Accessibility Plan

Purpose of the Plan

The purpose of this plan is to show how Christ Church Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Christ Church Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:
a) He or she has a physical or mental impairment.
b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

Increasing the extent to which disabled pupils can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school visits. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

Improving the Curriculum Access at Christ Church Primary School

Target	Strategy	Outcome	Timeframe	Achievement
To identify all children who may need additional support in order to reach their end of year targets/ make at least expected progress.	Termly Pupil Progress meetings with class teachers.	Children to make at least expected progress/ reach their targets. Identified children receiving appropriate support.	Autumn 2019 onwards

(In place) | All children accessing the Curriculum at their level and those children needing support to close the gap receiving the correct support. |
| Classrooms are | Review and | Lessons start on | Autumn 2019 | Increase in |

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optimally organised to promote the participation and independence of all pupils.	implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	time without the need to make adjustments to accommodate the needs of individual pupils.	(In place)	access to the Curriculum.
Support for all staff, including TAs, so that they can make reasonable adjustments to the curriculum for identified children.	Training for staff, resources available, drop in sessions and regular liaison with Inclusion Leader.	Support for pupils is more flexible, is 'needs driven' and is provision mapped throughout the school. TAs to confidently deliver appropriate intervention for 'needs driven' and SEND pupils. The impact of these interventions to be monitored.	Autumn 2019 onwards (In place)	Increased access to the Curriculum. To close the gap between some pupils and age related expectations.
Enlarge written documents/ worksheets for pupils with visual impairment. Embolden lines in writing books as necessary	Training and regular liaison with Specialist Support Service VI teacher for TA and classroom teachers/Inclusion Leader	Visually impaired pupils are able to access lessons alongside their peers.	Autumn 2019 and ongoing	Increased access to the Curriculum. To close the gap between some pupils and age related expectations.

Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings may often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education include ICT equipment, desks, chairs, writing equipment, science equipment and the like. For example through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor

co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Improving the Physical Access

Christ Church Primary School is a three-storey state of the art building which opened in 2013. It has accessible toilets on all floors and a lift. All doorways are wide enough to accommodate wheel chairs. Induction loops installed in all classrooms and in the hall. There is a designated disabled parking space near the front entrance.

Target	Strategy	Outcome	Timeframe	Achievement
Sloping boards are available in classrooms for specific pupils who require them	Teachers to make needs known to the Inclusion Leader who will source equipment	Pupils with visual impairment are better able to see their books. Pupils with handwriting difficulties increase the legibility of their handwriting.	September 2020 and ongoing	Increased access to the Curriculum To close the gap between some pupils and age related expectations
Pencil grips are available for pupils who require them	Teachers to make needs known to the Inclusion Leader who will source equipment	Pupils with handwriting difficulties will improve pencil control	September 2020 and ongoing	To close the gap between some pupils and age related expectations
I pads are available for pupils with visual impairment	Teachers to make needs known to the Inclusion Leader who will source equipment	Pupils with visual impairment can enlarge images as necessary	September 2020 and ongoing	Increased access to the Curriculum
One larger screen monitor in the Computing suite	Teacher to ensure children with VI utilises the monitor	Pupils with visual impairment can access text more easily	September 2020 and ongoing	Increased access to the Curriculum
Evac chairs are situated on the first and second floors	Trained staff are able to deploy the evac chairs in the an emergency evacuation	Children or adults are able to be safely evacuated from the building in the case of an emergency	Summer 2020 and ongoing	Health and safety regulations met

Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils and parents/ carers, such as handouts, timetables, letters, information about school events, school examination papers and newsletters are accessible to those with a disability. This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication.

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats e.g. on school website	The school will make itself aware of the services available through the LA for converting written information into alternative formats. Providing letters and information relating to school in large font Providing home information that is accessible for all (e.g. readability of letters) School Office support available for those requiring assistance.	The school will be able to provide written information in different formats when required for individual purposes	Autumn 2020 and ongoing	Delivery of information to disabled pupils improved.
Make available school brochures, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Spring 2021	Delivery of school information to parents and the local community improved.
Review documentation with a view of ensuring	Get advice from Hearing and Vision Support Service on	All school information available for all.	Autumn 2020 and on going	Delivery of school information to pupils & parents

accessibility for pupils with visual impairment.	alternative formats and use of IT software to produce customized materials.			with visual difficulties improved.

Policy reviewed SEPT 2020   Review SEPT 2021