



Aims of the Accessibility Plan

This plan outlines how Christ Church CE Primary Academy aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where 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.

This plan aims to:

- Increase 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.

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. This is encompassed in our mission statement:

We are one Christ-like family seeking to achieve our school aims by showing endurance, friendship, dignity and respect just as the Good Samaritan did:

Realise your goals

Enjoy each day

Support and encourage each other

Praise and Worship

Everyone Matters

Communities working together

Treat others as you would want to be treated. Luke 6: 31

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.

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

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 local academy committee.

Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

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

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

Action Plan

Increase access to the curriculum for pupils with a disability

<u>Targets</u>	<u>Strategies</u>	<u>Timeframes</u>	<u>Evaluation of Goals/Success Criteria</u>
Provide staff with relevant training with regard to any disabilities within their class.	Identify different medical, learning or physical difficulties and source relevant CPD opportunities for relevant staff.	On-going	Staff CPD increased and awareness of disabilities
All school visits and trips need to be accessible to all pupils	Risk assessments to ensure that all children including children with physical disabilities can access trips. Ensure venues and means of transport are vetted for suitability Ensure staff are fully briefed with regards to children with SEND	On-going	All pupils are able to access all school trips and take part in a range of activities
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	On-going	Policies reflect current legislation.

Ensure that our whole school curriculum is accessible to all pupils including those with SEND	Audit the current curriculum. Address any differentiation/adaptation issues ready for Autumn Term 2025 Monitor provision in classrooms - SENCO Liaise with external professionals as required	On-going	All pupils have equal access to a broad and balanced curriculum
---	--	----------	---

Improve and maintain access to the physical environment

<u>Targets</u>	<u>Strategies</u>	<u>Timeframes</u>	<u>Evaluation of Goals.</u>
To be aware of the access needs of disabled children, staff, Trustees and parents/ carers	<ul style="list-style-type: none"> - Ensure the school staff & Trustees are aware of access issues ('access' meaning 'access to' and 'access from') - Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process - Ensure staff and Trustees can access areas of school used for meetings - Ensure all parents, carers and visitors are able to access the building - Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired - Communication in print around school to help children's understanding and visual recognition. 	As required	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff & Trustees are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school PEEPs are prepared and reviewed as individual needs change</p>
The learning environment is accessible to pupils with visual impairments	Incorporation of appropriate colour schemes	As required	The learning environment is accessible and safe for pupils with visual impairments

The learning environment is accessible to pupils with hearing impairments	Ensure that the child has a way of hearing safety alarms in the case of an emergency	As required	The learning environment is accessible and safe for pupils with hearing impairments
Ensure furniture within corridors doesn't hamper wheelchair access	Audit the school environment to ensure full accessibility to all downstairs rooms.	As required	If needed, pupils are able to access the school in a wheelchair

Improve the delivery of information to pupils with a disability

<u>Targets</u>	<u>Strategies</u>	<u>Timeframes</u>	<u>Evaluation of Goals.</u>
To ensure all information is available to staff, pupils and parents in a variety of formats.	Provide leaflets in a variety of formats if requested Text service for parents/carers Using Class Dojo to communicate with parents/carers Put all information on the school website so it can be translated into a variety of formats.	Ongoing	Parental involvement improved Positive reactions from parental surveys
To ensure that all pupil passports are working documents, updated regularly, which can be understood by pupils.	To provide staff time to make sure they updated regularly.	Ongoing	All pupils with a SEND passport will always have targets to work towards which they understand and can articulate
To ensure all parents/carers support their child with their learning	To have termly coffee mornings/afternoons to discuss what is working well or any concerns and to share the work that the children are producing.	Ongoing	Parental involvement improved Positive reactions from parental surveys
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Termly.	All parents are kept up to date with their child's learning, attainment and progress.