

Christ Church Accessibility Plan – Spring 2018

A disability is defined as a physical or mental impairment which has a substantial, long term and adverse effect on a person's ability to carry out normal day to day activities.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

The purpose and direction of the school's plan: vision and values

Christ Church is committed to ensuring that all members of the school community are able to use the school and its facilities fully and that students have full access to the curriculum and associated activities.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan.

Increasing the extent to which disabled students can participate in the school curriculum

The governors and staff of Christ Church are committed to the inclusion of all students with special educational needs and disabilities in the full life of the school, with equal access to a broad and balanced curriculum.

This is supported through:

- Regular meetings to share information and good practice with all staff which will inform their work with disabled students. Eg. Fragile list, updates in Tuesday briefing
- Ongoing focus and training within the school on developing quality first teaching which is inclusive for all students.

- Staff and governors are made aware of their responsibilities and requirements under the new legislation
- Enhanced access provided by effective deployment of teaching assistants and learning mentors.
- Adaptations to the curriculum that enhance inclusion, including focused intervention groups, personalised curriculums for the students with the most complex needs and specialist support from external professionals

Areas for development

- Develop expertise in supporting students with mental health needs to fully access the curriculum
- Ensure that students with complex medical needs are not disadvantaged in accessing the curriculum through either their absence or the impact of their health on learning

Improving the physical environment to increase the extent to which disabled students can take advantage of education and associated services:

- Recent building improvements which increase accessibility e.g ramps, slopes, painted steps
- The school site fully DDA compliant
- Corridors are wide and spacious
- There are disabled toilets in both ends of the school
- There is a hygiene room for students who may require personal care
- There are adequate disabled changing facilities
- The main hall is fully accessible with designated wheelchair spaces
- There is a designated drop off area outside of the school building which can be used by disabled parent or pupils

In addition, we address access needs for students with disabilities through a variety of other methods:

- providing suitable transport for school trips or off-site activities
- providing alternative activities for disabled students who could otherwise not fully engage in particular activities e.g. Sports Day
- when planning school trips we ensure that all students have the opportunity to participate in school visits irrespective of attainment or impairment
- we ensure that teaching assistants are trained to support students with disabilities, including moving and handling

Areas for development:

- Invite Eve to review the accessibility audit and make any changes.

Improving the delivery to disabled students of information that is provided in writing for students who are not disabled

As an inclusive school, Christ Church makes every effort to ensure that students and parents with disabilities have full access to all relevant information.

This is achieved through:

- Termly face to face Structured Conversation meetings with parents at which interpreters, including for British Sign Language, are present
- Coffee mornings and teaching sessions are arranged to ensure that parents understand all key school information
- Enlarged texts and interactive whiteboard slides are provided for students with visual impairments
- Carefully considered seating plans to support students with visual and hearing impairments

Areas for development:

- Extend number of eBooks and talking books in the school library
- Ensure that parents have equal opportunity to access information from school by highlighting that larger print text is available on request
- Develop bank of resources in larger text

To be reviewed: Spring 2019

ACTION PLAN

Action	Lead Staff	Resources	Evidence of Impact	Monitoring	Timescale
Access to the curriculum					
<ul style="list-style-type: none"> Develop expertise in supporting students with mental health needs to fully access the curriculum 	Lorraine	Place2be school mentor School nursing team Assessment Hub	Early identification of possible mental health issues Staff confident in referring students to the correct level of intervention Students will not reach crisis point before being identified for support Reduced absence rate/dropout rate	Place2be referrals – type and frequency SENCO supervision of CAMHS in school Attendance data Progress data Student surveys	Ongoing
<ul style="list-style-type: none"> Ensure that students with complex medical needs are not disadvantaged in accessing the curriculum through either their absence or the impact of their health on learning 	Lorraine	Attendance register	Pupils will be given opportunity to 'catch up' on key points missed with their LSA Pupils with complex needs will make progress	Attendance data Progress data	Ongoing

Action	Lead Staff	Resources	Evidence of Impact	Monitoring	Timescale
Access to Information					
<ul style="list-style-type: none"> Extend number of eBooks and talking books in the school library 	Lorraine/ Amy- English SL	Ebooks Talking books	Pupils with disabilities will have a wider range of books to choose from.	Literacy book audit	Spring
<ul style="list-style-type: none"> Ensure that parents have equal opportunity to access information from school by highlighting that larger print text is available on request 	Lorraine	Large print text Inform parents through newsletter and website	Parents who require a larger print text will have access to this.	Newsletters and website	Ongoing
<ul style="list-style-type: none"> Fully embed Makaton signing and use across school signage. Weekly lessons in an assembly Increased signage around school Makaton sign on newsletter BSL welcome video on school website. 	Lorraine	Assemblies Sign posters Welcome video on website	Makaton will be more widely used across the school. Parents who use BSL will be welcomed to the school through the website BSL video.	Assemblies Posters Website	Ongoing
Physical Access					
<ul style="list-style-type: none"> Invite Eve to review the accessibility audit and make any changes. 	Lorraine	Eve Pearl	Actions from the accessibility audit will be prioritised in consultation with Eve.	Accessibility audit	Ongoing

Consult with pupils/students with SEND regarding the accessibility of classrooms, toilets and changing facilities – LSAs will chat to pupils about their experiences of using these areas. LSA will feed back to SENCO.	Lorraine	LSA meeting to discuss ways to gather SEND pupil feedback.	SEND pupils will be positive about their experiences of accessibility around the school. Any issues that arise through this consultation will be dealt with swiftly.	Pupil voice feedback	Spring
Investigate acoustic barriers for playground. Investigate ramp for cabin.	Lorraine	Investigate possible resources for improving playground acoustics and cabin access.	Acoustics in the playground will be improved. All SEND pupils will have access to the cabin.	Through accessibility audit at end of year.	Ongoing