

Christ Church CE School



Accessibility Plan

April 2015

Christ Church CE School
Redhill Street
Regent's Park
NW1 4BD

Christ Church C of E School

Accessibility Plan

Date of policy: April 2015

Review date: April 2017

Mission Statement

The Christian Faith is at the heart of our school community. At Christ Church we care for each other and learn together.

Christ Church is a small, caring school which is committed to a broad, balanced curriculum and to a continual raising of standards. We aim to contribute to the spiritual, moral, cultural, mental and physical needs of every individual.

We are a Church of England school, with a strong commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. We recognise, value and celebrate the rich cultural diversity that exists in our school.

The Christian ethos of the school is reflected in our positive, disciplined and calm atmosphere. We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles. Mutual respect between adults and children promotes excellent behaviour and well developed social skills. With this approach we seek to achieve high academic standards.

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasise health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

Our School Aims - Every Child Matters

The Ethos of the School

The school aims to provide a positive, disciplined, purposeful environment, within a Christian context. We aim to teach children to be caring, to exhibit good behaviour and appropriate social skills and to begin to take responsibility for themselves and others.

The Values of the School

The School aims to value every child and to contribute to the Spiritual, Moral, Cultural, Mental and Physical well being of our whole school community. We value the diversity of our community and we aim to promote the health and safety of everyone.

The Standards of the School

The School aims to teach a balanced Curriculum and to ensure that each child fulfils his or her potential. We aim to provide teaching and learning of a high standard. We believe that this is achieved when pupils are highly motivated, enjoy coming to school, and are appropriately challenged.

Introduction

Schools' duties around accessibility for disabled pupils: Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010**. Part 5A of the Disability Discrimination Act 1995 (DDA) requires the Governing Body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

The school has a history of ensuring good quality provision for pupils, parents and members of the Christ Church community with a disability, e.g. adaptations and provision for a VI child and installing ramps for wheelchair users.

This **Accessibility Plan** and the accompanying action sets out how the governing body will ensure equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA:

- To ensure that disabled pupils are not treated less favourably for reasons related to their disability
- To make reasonable adjustments to the physical space/environment for disabled pupils, so that they are not at a substantial disadvantage. This includes making provision for adjustments which may be needed in the future.
- To implement plans to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the 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 school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery and communication of information so that all pupils are ensured access.

It is a requirement that the Christ Church **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. .

In drawing up the **Accessibility Plan** Christ Church has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability or needs.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people including how best to provide assistance to enable them to enjoy the school experience as fully as possible.

1. At Christ Church Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school accessibility aims, which are:

to provide a safe, secure, stimulating and supportive atmosphere where each child is valued to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally to secure an inclusive learning environment and to support individual pupils

i) with special educational needs

ii) with disabilities

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

1.2 The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil & staff data and additional information gathered.

2. According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, Sensory impairments and learning disabilities.

3. Christ Church Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Inclusion

4. This plan considers the following three areas as identified in the introduction:

- i) Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation
- ii) Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment

iii) Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

5. Increasing the extent to which disabled pupils can participate in the school curriculum The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENDCo manages the Statutory Assessment Process; ensuring additional resources are available where appropriate.

The school provides additional support for pupils and supports teachers in implementing strategies for improving pupils' access to learning. The school works closely with specialist services including:

- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- CAMHs

6. Improving access to the physical environment of the school This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Christ Church Primary School.

7. Improving the delivery of information to disabled persons Staff are aware of the services available through the LA for converting written information into alternative formats. We create specific risk assessments for pupils with disabilities.

8. Christ Church's DDA Action Plan is reviewed annually by the Head, SENDco, and SEND Governor, reporting to the full governing body (FGB) In addition it will be reviewed every three years by the Governors' curriculum Committee who will ensure the greatest possible delivery to our pupils with SEND.

9. Information on how to view this plan is included in the DES and in the school prospectus

Appendix

School Access Plan 2015 - 2017

Focus	Targets and budget	Strategies	Time scale	Lead responsibility	Outcome
Participation in curriculum	To continue raise staff awareness of DDA requirements (particularly inducting new members of staff)	Share DDA access plan with staff for comment and amendment	Ongoing	Head and SENDCo	Pupil's needs are understood and met.
	To continue develop/train staff to ensure a differentiated/adapted curriculum.	Continue links with local Special schools (specifically Swiss Cottage) to obtain advice/training. Send key members of staff on all relevant LA and external training courses.	Ongoing	SENDCo	Access to the curriculum.
	To adapt class environment/organisation of disabled pupils.	To use Swiss Cottage and the Local Authority as a resource in the event of accepting new pupils with a disability.	Ongoing	Head & SENDCo	To ensure the integration of disabled pupils into school.

	To ensure CC continues to meet legislation for inclusion	Continuously review admissions, inclusion and other relevant policies.	ongoing	Chair, Vice Chair & head	All pupils have a fair right of entry
	All policies to be DDA compliant	All policies as they are reviewed and rewritten will reflect DDA requirements.	Ongoing	Subject leaders	All policies are DDA compliant
	Teachers use appropriate ICT resources	Staff inset on appropriate resources	Ongoing	ICT subject leader	D/P receive their ICT entitlement
Information delivery	Governors are familiar with DDA access plan	Review Access Plan annually at the Governors meeting for comment & amendment. Send key governors on training.	Annually	Key governors	Governors have an overview and a voice in DDA changes at CC
	Parents understand DDA access plan	Access plan is published on the website and available in school should parents require a hard copy.	Annually	Vice chair & head	Delivery of DDA information to parents improved
	To keep parents of D/P informed	Organise regular reviews	Ongoing	SENDCo	The parents of D/A pupils are kept up to date with DDA changes and pupil progress
	School Mission Statement & aims reflect any DDA changes/initiatives	Consult staff, pupils, parents & governors about mission statement and aims	January 2016	Head, staff, chair/vice chair governors	School mission & aims will be shared & understood by all stakeholders

	Ensure the availability of written materials in alternative formats if required	Utilise LEA services for converting written information into alternative formats	Ongoing	SENDCO	Increase in access to written elements of N/C
	Continue to implement 'My plans' for pupils with a disability.	Staff & other professionals involved contribute to pupils 'passports' which keep everyone informed of ongoing specific needs	Ongoing	SENDCO	Staff have clear understanding of individual needs.
Access to physical environment	To identify & prioritise biggest areas of need	Carry out access audit to identify barriers to accessing parts of the school essential for the children's learning, particularly the two new arrivals in nursery with cerebral palsy.	May 2015	Head, SEN governor, Site manager, Property & Contracts	To access all parts of the school essential to learning
	To acquire portable aids for children with poor motor skills	To liaise with community OT, local SEN school for advice on specialised equipment i.e. pencil grips, desk supports ,adapted scissors etc.	Ongoing	SENCO	To increase access to the curriculum for our pupils with a disability.
	To ensure all pupils with a disability participate in out of school learning activities/clubs	Ensure school inclusion policy contains information about trips	Ongoing	SENCO	Children with disability will be able to participate in all extra curricular events

	To ensure the safety of disabled pupils in offsite visits	Teachers will carry out a specific risk assessment of planned site for accessibility and appropriate facilities	Ongoing	Class teacher	Children with disability will be able to participate in all extra-curricular events
	To ensure safe evacuation for D/P	Carry out a risk assessment for evacuation and write a policy to add to health and safety.	Ongoing	SENCO and S.E.N Governor.	D/P will be evacuated safely from the premises in the event of an emergency.
	That all pupils with a disability are handled and transferred safely	All staff involved with a pupil with a specific disability will attend relevant training.	As the need arises	SEN TA's	Disabled pupils will be handled and transferred safely

Participation in Curriculum	Monitoring of plans for delivery of IEP's	SENCO will help and advise teachers to plan appropriately and develop resources	Ongoing	SENCO	To ensure pupils of all needs and abilities are catered for
Information Delivery	To improve signage in common areas	To assess signage is accessible to all e.g. Plain English, clear, and at the right height/colour etc.	As the need arises	Head, properties and contracts; Colin Edwards	That information about CC is accessible to all

	Further to develop ICT for disabled pupils	Assess need and respond e.g. specialised ICT equipment	As the need arises	Head, properties and contracts; Colin Edwards	That information about CC is accessible to all
	Ensure medical needs policy is up to date	Review medical needs policy	April 2015	SENCO and SEN Governor	There will be a Medical needs policy in place
Access to physical environment	To improve entry sites into CC	To convert side entrance for wheel chair access	TBC	Property and contracts; Colin Edwards	All disabled visitors CC comfortably
Access to physical environment	To consider the colour of paintwork/blinds in the rolling program of classroom redecoration	To liaise with special schools to discover appropriate colours and blinds in the event CC receive Pupils with VI or who are light sensitive light sensitive.	As and when required	Deputy Head	CC is able to accept children with specific VI or who are light sensitive.