

# CHURCHAM PRIMARY SCHOOL



## Accessibility Plan

Approved by:	Full Governing Body
Reviewed:	22 May 2023
Date of Next Review:	May 2026

CHURCHAM PRIMARY SCHOOL  
ACCESSIBILITY PLAN 2023 - 2027

At Churcham Primary School, we want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' 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.

**Purpose of Plan**

This plan shows how Churcham Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

**Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to-day activities.

**Areas of planning responsibilities**

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

**Contextual Information**

Churcham Primary School has been in its current location since 1850. The original Victorian single storey building houses the School Office, Staff Room, Hall and Kitchen. An extension added later houses toilets for adults and children and a cloakroom. This building contains the only disabled toilet on the premises. There are 4 entrances into the building. Each accessible by a single step.

Across the playground is a 3 bay Elliot building. The main entrance is accessed via a ramp. There are 3 further entrances to the building; 2 are accessed by a ramp. The other entrance is accessed by steep steps. There are a further 4 toilets in this building.

At present we have no wheelchair dependent pupils, parents or members of staff

### **Current Range of known disabilities**

The school has children with a range of disabilities to include moderate and specific learning disabilities. There is one child with a heart condition. There is a care plan in place and staff monitor the child closely. One child has moderate hearing impairment. They wear hearing aids and a radio aid is also in use. Some parents have mobility issues.

### **Increasing access for disabled pupils to the school curriculum.**

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Our SENDCO works with a range of agencies to ensure the needs of all pupils are met and advises on how the curriculum can be adapted.

### **Improving access to the physical environment of the school**

Churcham Primary School, benefits from extensive grounds. The playground is accessed via a driveway with a vehicle ramp from the main road. Premises are audited annually; however, the Headteacher and Governors are constantly reviewing the environment. A new adventure playground was installed in September 2022. Plans are in place to install a garden building and to renovate an outside shed into a shelter.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

### **Improving the delivery of written information to disabled pupils**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p><b>Access to Curriculum</b> Ensure we deliver a broad and balanced curriculum that reflects our school context and meets the needs of all learners</p>	<ul style="list-style-type: none"> <li>▪ Continue reviewing long term curriculum planning and coverage to meet needs of all learners</li> <li>▪ Rolling programmes include, where appropriate, raising awareness and understanding of disability and significant individuals</li> <li>▪ Raise pupils knowledge and understanding of disability charities and carry out fund raising activities</li> <li>▪ Accessibility statement included in intent, implement and impact documents</li> </ul>	<p>By Jan 2024</p> <p>April 2023</p>	<p>Time for activities to be completed in line with SDP</p>	<p>Subject Leaders</p>	<p>HT &amp; SEND Governor</p>
<p><b>Access to Curriculum</b> Create effective learning environments for all utilising feedback from pupil groups.</p>	<ul style="list-style-type: none"> <li>▪ Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.</li> <li>▪ Ensure all classrooms and resources are organised in accordance with pupil need.</li> </ul>	<p>Ongoing</p> <p>Sept 2023</p>	<p>Budget funding to purchase resources as needed</p> <p>Access to ATS and other support agencies</p>	<p>All staff</p>	<p>SENDCo through observations of specific children</p>

	<ul style="list-style-type: none"> <li>▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school</li> <li>▪ Seek issues and feedback from staff and pupils</li> <li>▪ Provide opportunities, within PE curriculum, for children to take part in activities that promote the needs of disabled participants</li> <li>▪ SENDCo to work with staff to ensure learning environment and planning meets the needs of all individuals</li> </ul>	<p>Autumn term annually</p> <p>Sept 2023</p>	<p>Release time for teaching and support staff to attend identified CPD</p>		<p>Head, Subject Leaders and Governors</p>
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<p><b>Access to wider curriculum</b> Increase participation in school activities.</p>	<ul style="list-style-type: none"> <li>▪ Audit participation in extra-curricular activities and identify any barriers</li> <li>▪ Ensure school activities are accessible to all pupils.</li> <li>▪ Investigate TA flexibility to cover extra-curricular activities if needed</li> </ul>	<p>Ongoing as part of school monitoring cycle</p>	<p>Governors to identify contingency budget for TA cover for extra -curricular activities if needed.</p> <p>Training needed on risk assessments for trips and extra-curricular activities.</p>	<p>Headteacher</p>	<p>Governors</p>
<p><b>Impact Analysis</b> Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> <li>▪ Analyse impact of Behaviour, School Rules, Anti-Bullying Policy, Educational Visits, Homework, and Health Provision in relation to pupils with disabilities. Involve pupils in all reviews.</li> <li>▪ Consult pupils and staff on any proposed changes.</li> <li>▪ Introduce new policies when required</li> </ul>	<p>When and as required</p>	<p>HT and SENDCo time to review policies.</p> <p>Development time for specific actions relating to individuals</p>	<p>HT and SENDCo</p>	<p>Governors</p>
<p><b>Premises</b>  Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> <li>▪ Review My Plans and EHCPs to ensure access needs are met</li> <li>▪ Develop the 'quiet' area adjacent to the summer house</li> <li>▪ Improve signage of evacuation procedures, internet safety, fire drill etc</li> <li>▪ Review access to site for wheelchair users</li> <li>▪ Ensure disabled pupils can evacuate the school site safely</li> </ul>	<p>September annually and as part of EHCP review</p> <p>April 2024</p>		<p>SENDCo</p> <p>Resources Committee</p>	<p>H&amp;S Governors</p>

<p><b>Attitudes</b></p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> <li>▪ Review PSHCE Curriculum embed and refine use of SCARF materials</li> <li>▪ Review Assembly Programme: widen focus of Different/Same theme</li> <li>▪ Involve local disability groups in assemblies and visits to school</li> <li>▪ Regular items for letters/website highlighting achievements of pupils with disabilities</li> <li>▪ Implement No Outsiders as part of weekly assembly timetable</li> </ul>	<p>September 2023</p>	<p>Target funding from budget</p>	<p>PSHCE Lead and Finance Admin</p>	<p>HT and Governors</p>
<p><b>Newsletters and Information</b></p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> <li>▪ Large print and audio formats etc as required.</li> <li>▪ Monitor uptake of documents in alternative formats as required</li> <li>▪ Review accessibility of correspondence to parents</li> <li>▪ Monitor use of Dojo and interactions from parents</li> <li>▪ Homework information available as information sheets in alternative formats as appropriate.</li> </ul>	<p>As required</p>		<p>Admin &amp; HT</p>	<p>Governors</p>

Michelle Kelly – Headteacher

Summer term 2023