



Christ Church CE Primary School

Accessibility Plan

Last Reviewed September 2024

1. Introduction

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 children, under Part 4 of the DDA:

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

Since April 2003 the LA has had a planning duty to produce an Accessibility Strategy. Since April 2003 schools have also had a duty to produce an accessibility Plan for their school.

2. The purpose of the Accessibility Plan

The purpose of the Accessibility Plan is to:

- Acknowledge the steps already taken by the Head Teacher and Governing Body of Christ Church C. of E. primary school to provide access by all children and adults to the school site
- Identify areas we can further improve regarding access by all adults and children to the school site
- Plan for our school to increase inclusion for children with disabilities or SEND
- Increase the extent to which children with disabilities can participate fully in the school curriculum

This plan also aims to address the diverse learning needs of children with respect to the learning environment and access to a range of educational services. It sets out how Christ Church Governing Body aims to increase access to education for children with special educational needs or a disability (SEND) in the three areas required by the key duties in the DDA:

- Increasing the extent to which children with SEND can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which SEND children can take advantage of education and associated services;
- Improving the delivery to SEND children and their families of information which is provided in writing for pupils who do not have SEND (and their families)

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary

2.1.

All new school buildings, or extensions to existing school buildings, will need to be made fully accessible for children and adults with physical disability or sensory impairment (ramps, handrails, acoustics, visual ambience etc.) For new children and children whose needs change, schools will need to consult with specialist support services and voluntary agencies to ensure that individual children with particular needs are identified sufficiently early to enable reasonable adaptations to be put in place.

3. School Background

We currently have 211 children on roll. 29 of these children are identified as having a special need. This is 14% of the school population. Our gender mix is 46.5% girls and 53.5% boys. 47.6% of the school population are Pupil Premium. We have an EAL ratio of 48.7%. We have a large number of pupils who Pakistani ethnicity and smaller groups with the following ethnicity: Bangladeshi, Yemeni, Somalian, Indian, Black Caribbean Eastern European and English.

4. Steps already taken

The current Christ Church building was erected in 1958. In 2009 a large extension was added to the main entrance to school creating more office space a more spacious entrance lobby. Christ Church has two entrance points Braithwaite Road and Claremont Road. The Braithwaite Road entrance has had steps replaced by a concrete ramp. The Claremont Road entrance is flat with easy access to the main school office. Nursery, Reception and Year 1 are sited on one level and have direct access to the P.E. and dining hall. Years 2 and 3 are sited on the ground floor with a small number of steps leading to the main hall. Year 4, Years 5 and 6 are situated outside the main building. Year 6 classrooms has a ramp access. If required adjustments to the class location could be made. We have two toilets for Disabled users. One is sited in the Nursery Department and the second is situated on the main downstairs corridor.

5. Action Plan (Steps to improve access)

The school action plan has been drawn up and will run for three years and be added to or amended as necessary by the Head Teacher. Progress towards the targets will be reviewed yearly and reported to the Governing Body.

6. The Accessibility Plan is available to parents via the school website.

Accessibility Planning Objectives (for anticipatory reasonable adjustments):

School Name: Christ Church C. of E. Primary

Dates: From September 24 to September 27 (3years)

Accessibility Plan Code

C: Increasing the extent to which everyone can participate in the school curriculum.

E: Improving the physical environment so everyone can take advantage of education.

I: Improving the delivery of information so that it is accessible to everyone?

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence to be collected to measure progress	Dates (From and to)
		How	Lead	Resources		
Parents contribute to the reviewing of the SEND Information report. Parents contribute to the reviewing of the school SEND policy. Parents contribute more fully to Person Centred reviews.	I	Parents attend the school coffee morning to review the report. Involvement with parents to be reviewed following return to school.	MK PSS	Whiteboard/Coffee morning slot. To be reviewed.	Notes from the coffee mornings.	Annually June
		Parents attend the school coffee morning to review the SEND policy. To be reviewed	MK PSS	Whiteboard/Coffee morning slot. To be reviewed.		Ongoing
		Parents are supported by the SENCO & agency workers by Person Centred tools/approaches.	MK EP CAT	Person Centred tools & approaches.	Record of parental contributions.	

Classrooms are organised to promote the participation and independence of all pupils.	C	Audit classroom resources to enable accessibility of curriculum through quality first teaching. Bank of resources available in each classroom to remove barriers to learning for all pupils. There are resources specifically designed to meet the needs of students.	MK PSS	SENCO/PSS time to monitor and organise gaps in resources.	Record of audits. List of resources. Monitoring notes.	Twice a year.
TA interventions meet the needs of SEND children with high needs in learning.	C	TAs trained in intervention programmes. Interventions are monitored.	MK PSS	Release time for training. Release time for monitoring. Budget to buy materials for programmes.	Training notes. Monitoring notes.	Ongoing
Staff support ASD pupils effectively.	C	Level 1 and 2 training by CAT team. Use of Autism Education Trust Resources. Ongoing CAT support for individuals.	MK CAT	Release time for training. Release time for monitoring. Budget for training.	Lesson Observations.	Ongoing
All extra-curricular activities are planned to ensure they are accessible to all children.	C	Review out of school activities for compliance and inclusive environment.	MK TAs	Release time to monitor & report findings.	Review report. Termly SEND pupil feedback.	Ongoing
Transition results in good pupil and adult relationships being formed. Pupils are settled in their new environments.	E C	Summer term transition mornings. Year 6 attend transition week at main feeder school. Summer term Reception transition visits.	TA CTs	Organisation time.	Pupil and staff feedback.	Summer terms annually
Improved Provision of access to technology appropriate for the pupils' disability.	E	MK to ensure software for pupils who require support is available on a variety of appliances. Staff aware of available resources.	MK TA	Release time and funding as required.	List of available resources. Lists of resources accessible to all staff.	Ongoing

Pupils who need adult support to participate in activities have access to this support.	E	Review TA deployment. Match pupils need to TA support.	MK CTs	Meeting time.	TA timetables. Meeting notes.	Ongoing
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