



Accessibility Policy & Plan 2022-2027

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Revisions

Description	Date
Policy agreed by LGB	April 2017
Annual Update	11/01/2022
Next formal review due	April 2024

Accessibility Policy

Legislation

Schools are required under the Equality Act 2010 to carry out accessibility planning for disabled pupils, staff and visitors. The following duties from part 5A of the Disability Discrimination Act 1995 (DDA) have been replicated in the Equality Act 2010:

The Governing Body is required 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 they will meet these duties.

The SEN & Disability Act 2001 extended the DDA to cover education, and so the Governing body has three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils, so they are not a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

Introduction

Christ Church & St Peter's CE Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

This Accessibility Policy & accompanying action plan forms part of the Disability Equality Scheme and sets out how the Governing Body will improve equality of opportunity for disabled people.

The plan has been drawn up to cover a three year period and will be updated annually. Pupils, staff, parents, governors, including disabled persons have been involved in the preparation of this action plan.

The accessibility plan will contain the following three areas required by the planning duties in the DDA.

- Access to school curriculum;
- Access to school environment;
- Delivery of written information.

School Priorities

The school has set the following priorities:

Physical Environment

To provide safe access throughout the school for all school users, irrespective of their disability.

The school will seek to improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

Curriculum

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.

The school will seek to improve access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils. This covers teaching and learning and the wider curriculum such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

Information

To improve the delivery to disabled pupils of information which is already provided to pupils who are not disabled.

The school will seek to improve and make reasonable adjustments to the delivery of written information to persons with disabilities. Examples might include handouts, books and information about the school and school events. This information should be made available in various preferred formats within a reasonable period of time.

Training

To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

The school will seek to increase the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation.

Monitoring

Information about our Accessibility plan will be published in the Governors' Annual Report to Parents, and on the school website.

The plan will be updated annually by the Premises, Health & Safety Sub-Committee of the Governing Body, and reviewed every three years following consultation with the wider school community.

Accessibility Plan 2022-2027

Physical Environment

Priority	Action	Resources/ Cost	Timescale	Completed	Success Criteria
General ease of movement around school both inside & out	Areas to be tidied, gangways to be kept clear, consider location of tables to ensure adequate access and ease of movement.	nil	Cleared at least ½ termly Monitored at least ½ termly	Ongoing	Ability for everyone to move around the building easily & safely
Ramp from Yr5/6 building to EYFS is too steep Path alongside car park too steep Path along left hand fence too steep	Investigate ways to reduce gradient Install handrails where not already in place	To be decided	Budget dependant		Paths easier to navigate particularly when pushing a wheelchair or pushchair
No disabled toilet facilities in Key Stage 1	Investigate possibility of converting an existing toilet.			2022	New toilet facilities in Key Stage 1 including disabled toilet facilities installed.
Front door is too heavy	Investigate ways to automate the opening of the door	Tbc	Summer 2023		Easier access for all
Various uneven paths, including driveway path; path a round top hall	Price up cost of resurfacing paths, investigate possible sources of funding.	Tbc	Summer 2023		Potential for trips & falls reduced for all.

Steps down from hall to year 3 / 4 base too steep, particularly for young children	Investigate possibility of fitting a lower hand rail to RH side	Tbc	Summer 2023		Potential for trips & falls reduced for all.
Disabled parking space is no longer accessible due to relocation of automatic gates	Create new disabled parking space	Tbc	Summer 2023		Easier access for visitors and staff with limited mobility.

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Curriculum Access

Priority	Action	Resources/Cost	Time	Completed	Success Criteria
Specialist aids & equipment available	Purchase specialist aids & equipment where required. E.g. visual keyboards, mice, ergonomic chairs, speech to text software	Quotation to be obtained as required Working with Specialist Teaching Services	As required	As required	Access to curriculum is inclusive for all. Removal disability barriers.
Readability of printed materials Visual Supports	Print onto coloured paper, Use overlays where necessary, Provide bold/wide lined books, enlarged text Provide visual timetables Provide coloured glue sticks	Working with Specialist Teaching Services	Ongoing	Ongoing	Provides structure and routine, encourages independence, builds confidence, improves understanding, avoids frustration and anxiety, and provide opportunities to interact with others. Communication physical and consistent.

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Written Information

Priority	Action	Resources/Cost	Time	Completed	Success Criteria
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Make access to written materials easier for all stakeholders	Written information to be made available in different formats e.g. large print	Minimal	Ongoing	Ongoing	Less able stakeholders are made to feel inclusive and positive relationships are formed; successful communication is increased
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Training

Priority	Action	Resources/Cost	Time	Completed	Success Criteria
Ensure needs of disabled pupils, staff & visitors are fully understood in order that they can experience and enjoy school life as fully as possible.	Ensure staff have access to regular adequate training, particularly for specific conditions such as Prada-Willy Syndrome, diabetes, epilepsy, autism.	Approx. £150 per day for external training	Ongoing	Ongoing	Staff confidence & understanding improved. Stakeholders are able to make the most of their time in school/work, barriers to learning are removed and progress & attainment increases.