



Christ the King Catholic Primary School Accessibility Plan Spring 2022

At Christ the King Catholic Primary School we are extremely proud of all our children and their achievements. We strive to foster and develop positive attitudes towards all members of the school and its wider community, based on the examples given to us by Jesus Christ in the Gospels, and to maintain a curriculum which will ensure all children will achieve their true potential academically, spiritually and morally through quality teaching, meaningful learning, set in a loving and caring Catholic environment.

INTRODUCTION

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behavioural Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy

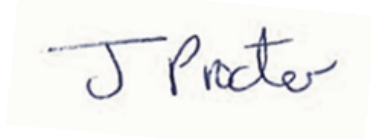
	<ul style="list-style-type: none"> • School Development Plan • Data Protection Policy
DEFINITION OF DISABILITY	<p>A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.</p> <p>In line with the Equality Act 2010, the school does not unlawfully discriminate against pupils because of their age, disability, race, religion or belief.</p>
KEY OBJECTIVE	<p>To reduce and eliminate barriers to access to the curriculum and so lead to a full participation in the school community for pupils, prospective pupils, staff and visitors with a disability.</p>
OUR AIMS	<p>Christ the King Catholic Primary School has ensured the accessibility of provision of all pupils, staff and visitors to the school. The main aims are:</p> <ul style="list-style-type: none"> • Increasing the extent to which disabled pupils can participate in the school curriculum; • Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services; • Improving the delivery of information to disabled pupils, staff, parents and visitors.

ROLES AND RESPONSIBILITIES	<p>The governing board will be responsible for:</p> <ul style="list-style-type: none"> Monitoring the Accessibility Plan. Approving the Accessibility Plan before it is implemented. <p>The head teacher will be responsible for:</p> <ul style="list-style-type: none"> Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing board Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary. Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of. Consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise. Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan. <p>The SENCO will be responsible for:</p> <ul style="list-style-type: none"> Working closely with the head teacher to ensure that pupils with SEND are appropriately supported. <p>Staff members will be responsible for:</p> <ul style="list-style-type: none"> Acting in accordance with this policy and the Accessibility Plan at all times. Ensuring that their actions do not discriminate against any pupil, parent or colleague. <p>All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin, in line with the Administering Medication Policy.</p>
ADMISSIONS	<p>The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.</p> <p>The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.</p> <p>Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.</p>
CURRICULUM ACCESS	<ul style="list-style-type: none"> Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.

	<ul style="list-style-type: none"> • Pupils with emotional, social and behavioural difficulties are supported in school through our ELSA programme and Mental Health lead – Mrs J Jones • Classrooms are optimally organised for disabled pupils. Classroom space is large and staff consider the best arrangement of furniture to improve accessibility and to accommodate necessary equipment. • Lessons provide opportunities for all pupils to achieve, ie: are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by TAs. Children work within mixed ability and similar ability groups, as appropriate. • All pupils are encouraged to take part in music, drama and physical activities. Full inclusion, extra-curricular clubs, church visits, concerts, performances etc. • Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities. All staff aware of needs and detailed in planning / provision maps. Appropriate applications can be made for SATs – readers / scribes / extra time can be applied for. • All staff plan for additional time required for some disabled pupils to use equipment to support their learning. • Disabled pupils who cannot participate in particular activities are given alternative experiences eg: some form of exercises in PE / sport. Specialist equipment – walker. • ICT equipment is provided for and has been fitted with additional software to address individuals needs when required.. • School visits are accessible to all pupils, regardless of attainment or impairment. See Educational Visits Policy – consultations with parents as appropriate. All risk assessment include information regarding disabled pupil. H&S Policy. • All staff have high expectations for all pupils. This is seen through lesson observations, tracking and target setting. • All staff strive to remove barriers to learning and participation and value pupil voice. Lesson observations, Provision map reviews, staff meetings (regular TA and SENCo meetings).
PHYSICAL ACCESS	<ul style="list-style-type: none"> • The site consists of two buildings and one mobile classroom area. The majority of the buildings are single story, with a one story area used as the staffroom. The entrance building contains the reception area, school offices, plus classrooms, hall area and ICT suite. On the first floor there is a staffroom used for staff only. Access to this building can be gained through several routes, most of which comprise of ramps. The Year 1 and FS2 children are housed in a single storey building which has wheelchair access at the entrance. • The mobile classrooms situated on the playground contains two classrooms and has wheelchair access. The main entrance to the School has level access however some areas on the school site do have access via steps alone but there is access to both buildings via a ramp.

	<ul style="list-style-type: none"> • Disabled toilet facilities have sufficient room to accommodate a changing bed and toileting chair. • Pathways around school are safe. • Emergency and evacuation system inform all pupils. Visual and auditory alarms. Deaf / disabled children escorted off premises by designated adult. • All areas are well lit. Audited by H&S. • Furniture and equipment selected, adjusted and located appropriately, eg: low level sinks, provision of wheelchair with adjustable height, tray tables fitted to wheelchair, stand, writing slope, wedge support etc. Appropriate furniture / accessories on loan from Occupational Therapy as appropriate.
ACCESS TO INFORMATION	<ul style="list-style-type: none"> • Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities. External advice given by specialists. • The school will liaise with LA support services and other external agencies to provide information in simple, clear language, symbols, large print, and audiotape or in Braille for pupils / parents and carers who may have difficulty with the standard printed format. • The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way eg: by reading, aloud, PowerPoint presentations etc. IWB used in every class and demonstration work (ie: needle work, sketching etc) and for enlarging texts. All staff read aloud and for parents who cannot read, information can be shared verbally with them. Separate report can be requested to be sent if a parent does not live at the same address. PowerPoint presentations used at workshop and parents' meetings to be available on website afterwards. The website updated regularly and weekly newsletters sent to all parents.
INCREASING ACCESS FOR DISABLED PUPILS	<ul style="list-style-type: none"> • Improving teaching and learning lies at the heart of Christ the King Primary School. 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, leisure and cultural activities and educational visits.

Approved March 2022 by



Review Date March 2025

