



Our Christian Vision

In the Parable of the Sower, Jesus Christ tells us that God is like a generous farmer and we are like the soil in which he plants his seeds. At Christ Church and Holy Trinity Schools, we are learning how to be good soil, so that we grow to love God, our neighbour and ourselves and thereby enable every member of our community to flourish. Each day, we endeavour to face up to all that challenges our growth, in order to see with our eyes, hear with our ears and understand with our hearts God's Good News for the world and to cultivate the virtues with which to produce an abundant harvest.

Our Mission

Christ Church & Holy Trinity Schools are dedicated to providing a nurturing environment in which all children have the opportunity to reach their maximum academic and social potential. Excellent teaching, learning and relationships are at the heart of our schools.

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, pupils, and governors of the school.

2. Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Targets refer to both schools unless otherwise stated (HT or CC).

6. Action Plan

Aim 1:

Increase the extent to which disabled pupils can participate in the curriculum. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria	Evidence
To liaise with Nursery providers to review potential intake	To identify pupils who may need additional to or different from provision for Sept Intake	Ongoing	HT / SLT EYFS teacher SENCoS	Have sufficient prior planning for implementing any special arrangements needed.	Feedback from observations of classes and parental feedback.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT / SLT All subject leaders	Observations show that policies are effectively followed, and effectiveness reviewed.	SEN & leadership obs about children accessing

To establish close liaison with parents	To ensure collaboration and sharing between school and families. Regular inclusions meetings.	Ongoing	HT / SLT All Teachers SENCOs	All policies clearly reflect inclusive practice and procedure	learning across the school.
To establish close liaison with outside agencies for pupils with on-going health needs. E.g. Children with severe asthma and allergy reactions, epilepsy, or mobility issues.	To consider how to maximise collaboration between all key professionals. Review the agencies we are eliciting support from to meet the needs of our children.	Ongoing	HT SENCOs LSAs School Nurse Outside agencies	Clear collaborative working approach Measurable impacts through Annual Reviews.	Feedback from parents and staff and governors about impact of outside agency support.
To ensure where possible full access to the curriculum for all children.	Work with therapists; advice from specialist advisory teachers e.g. Early Years and Autism Intervention Team. Use of individual support teachers e.g. to support and advise on children with dyslexia and cognitive impairment; CPD for staff. • A differentiated curriculum with alternatives offered. Creative access across the curriculum – cross year group work etc. • The use of P levels to assist in developing learning opportunities for children and in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment – e.g. typing club • Specific equipment sourced from occupational therapy. PE OT groups.	Ongoing	SENCOs Teachers All staff Educational Psychologist Other professionals and agencies	Advice taken and strategies evident in classroom practice. ASC and other SEN/D children supported and accessing curriculum.	Pupil, parent, and staff feedback.
To precisely review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENCOs	Progress made towards Rapid Progress targets Provision mapping shows	Assess children's progress in small measurable parts use p scales.

				clear steps and progress made	
To monitor attainment of more able pupils	More able list to be updated Able booster groups/activities	Ongoing	G&T coordinator Class teachers	More able children making proportionate progress. Achieving above average results	Matrices analysis along with whole class progress measures.
To promote where possible the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	Within the Curriculum, the schools aim to provide full access to all aspects of the curriculum by providing (where appropriate) Screen magnifier software for the visually impaired Communication friendly classrooms, Talk Boost, Communicate in Print and Makaton training for relevant staff Giving alternatives to enable disabled pupils to participate successfully in lessons Providing apparatus and equipment for those with disabilities and additional needs such as writing slates, pencil grips etc. Sound proofing in key classes with poor acoustics. Creating positive images of disability within the schools so that pupils grow into adults who have some understanding of the needs of disabled people.	Ongoing	Whole school approach	Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.	Class observations – SENCOs and SLT and SEN Governor.
Ensure lessons (including PE) are appropriately differentiated to ensure the participation of the whole range of pupils	Use a range of teaching methods and styles e.g. questioning techniques, partner/group work, peer tutoring, visual timetables	ongoing	Class teachers, support staff	Children make at least good progress and meet their targets	Lesson observations; planning; children's work; pupil progress data.

Support to meet individual's needs when taking part in lessons, taking tests etc will be provided as and when required	Use of coloured paper, simplified/enlarged text, coloured IWB background; targeted personal support as required	ongoing	Class teachers, support staff	Children achieve well in accordance with their ability	Lesson observations; planning; children's work; pupil progress data.
Organise classrooms to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning of all students, with emphasis on disabled students	ongoing	Class teachers, support staff	Lessons start on time without the need to adjust accommodate the needs of individual pupils	Lesson observations; planning; children's work; pupil progress data.

Aim 2:

Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided.

Targets	Strategies	Timescale	Responsibilities	Success Criteria	Evidence
Ensure visually stimulating environment for all children whilst considering pupils who struggle with visual stress and sensory overload	Colourful and lively displays in classrooms and around the schools but in colours that limit visual stress and with a sensitivity towards children who struggle with sensory overload. Inviting role play areas and book corners that are accessible to all.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.	Feedback form visitors and other agencies professionals.
To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. Update care plans annually.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Headteacher SENCOs First Aiders Sally Dettmer and Lisa Phillips School Nurse	Ensuring medical information is kept updated.	Health and Safety review checks.

Targets	Strategies	Timescale	Responsibilities	Success Criteria	Evidence
Ensuring disabled parents have every opportunity to be involved	Offer a telephone call to explain letters home for some parents who need this/home visits Adopt a more proactive approach to identifying the access Ensure lifts are serviced and in good working order	With immediate effect to be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education	Parental questionnaires and feedback
To promote community links	School to make strong links with SEN Schools and disabled community and support groups in the area	Ongoing	SLT All staff	Improved awareness of disabilities in the wider community Improved community cohesion	
Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive accessible child-friendly play areas	
To ensure the drive, roads and paths around the school grounds are as safe as possible.	Communication with parents via safety messages/letters/walk to school week Engage in trial road closure at Cadogan Gardens	Ongoing	PSHE/Healthy School Coordinator SLT	No incidents or accidents	Review via parent coordinator meetings.
Additional provision at lunchtime for children who benefit from greater structure and a more peaceful environment	Develop and indoor lunch hub with variety of activities such as craft/technology to support pupils with emotional and behavioural difficulties; Provide outdoor quiet spaces in the playground Outdoor classroom development.	Summer 2020 – review termly	HT, school council, lunch staff, LSAs and ELSA	Children are happy and engaged in purposeful activities during lunchtime	
Flexibility to move or reorganise the year group classrooms up or downstairs to meet a child's needs (HT)	Review and implement a movement of the year group classrooms to support the learning of a disabled child	ongoing as appropriate	SLT, SENCos	Lessons start on time without the need to adjust accommodate the needs of individual pupils	Evaluate modification planning when needed
Monitor the physical environment to identify areas that may require attention	Regular inspection of kerbs, exterior surfaces, entrances and exits, internal doors, gates, toilets, lighting, heating, and other relevant areas	ongoing	School Business Manager, Premises officer, all staff, Health & Safety checks	Premises are safe and accessible to whole school community	Health & Safety inspection reports; Records of building work

Aim 3:

Improve the availability of accessible information to disabled pupils and parents.

Targets	Strategies	Timescale	Responsibilities	Success Criteria	Evidence
To ensure all children with ASC have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children e.g. the TEACCH approach, ABA	ongoing	All staff to be aware	ASC children able to access curriculum.	Parent / Pupil / staff / Gov feedback
To enable improved access to written information for pupils, parents, and visitors	<ul style="list-style-type: none"> • Make more use of Communication in Print symbol software to support learners with reading and speech and language difficulties. • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing signage around the school to ensure that is accessible to all • Whiteboards pale yellow with blue font – dyslexia friendly 	ongoing	All staff esp. office / admin staff	ASC children able to access curriculum.	Parent / Pupil / staff / Gov feedback
To review children's records ensuring school awareness of any disabilities	Information collected about new children. <ul style="list-style-type: none"> • Records passed up to each class teacher. • End of year class teacher meetings • Annual reviews • Medical forms updated annually for all children and as and when need changing. • Significant health problems – children's photos displayed on staffroom notice wall / info kept in separate file in the offices 	Annually	Class teachers School Nurse Outside agencies SLT Office staff SENCOs	Each teacher/staff member aware of disabilities of children in their classes	Parent / Pupil / staff / Gov feedback
In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected)	Record keeping system to be reviewed.	Continual review and improvement	SLT	Effective communication of information about disabilities throughout school.	Peer assessment across the two school offices

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the SEN Governor, Wendy Challen and Health and Safety Governor Andy Greetham.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessments
- Health and Safety Policy
- Equality Opportunities Policy
- Special Educational Needs (SEN) Information Report
- Supporting Pupils with Medical Conditions Policy

Signed: 

Avis Hawkins

Name of School	Christ Church and Holy Trinity Primary Schools Chelsea
Policy review Date	May 2021
Date of next Review	May 2023
Who reviewed this policy?	Avis Hawkins, Resources/ Achievement Policy
Ratified by Governors	May 2021