

St Christopher's Primary School

Accessibility Plan

Date Ratified	Signed By/Position	Signature
14/03/2024	Executive Head	Katie Screatton
14/03/2024	Chair of Governors	Jean Holderness
14/03/2024	Lead Member of Staff	Sam Jones
Review Date: January 2027		

ODST Accessibility Statement

Schedule 10 of The Equality Act 2010 requires all schools to have an Accessibility Plan.

The purpose of St Christopher's Primary School's Accessibility Plan is to meet the requirements of the Equality Act and to support:

- Increasing the extent to which pupils with a disability can participate in the curriculum;
- Improving the physical environment of the school for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and benefits, facilities and services;
- Improving the availability of accessible information to pupils with a disability.

St Christopher's Primary School recognise that a person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities.

St Christopher's Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to continually developing a culture of inclusion, support and awareness within our school. Training and guidance will be provided to all members of staff to ensure that they can participate in delivering the plan.

This plan will be monitored regularly by the Local Governing Body and will be reviewed every three years to continue to ensure that it is appropriate to the needs of our school.

It will be shared with all employees, and in the wider school, to ensure transparency and to foster the view that delivering accessibility is the responsibility of the school community and not just the Local Governing Body and Headteacher.

St Christopher's Primary School Accessibility Statement

At St Christopher's Primary School our vision is to 'have the courage to live life in all its fullness, to belong within our community, respect and love those around us.' We do this through nurture, learning and growing together

We want to create a primary school which encourages **everyone** to be learners – to truly live life in all its fullness. We foster and encourage deep curiosity about the world and a passion to achieve the very best in all our children do. We empower all children to achieve success in the future as well as preparing them for life in modern Britain.

Our core values of love, courage, belonging, respect and nurture guide and focus all we do to create learning and opportunities what are dynamic, innovative and meaningful for the children in our community. By working with our families and community we will create an aspirational and inspirational curriculum through excellent teaching practices and experiences which enrich the curriculum. Through a progressive and sequenced curriculum, we will build on the cultural capital for all our learners.

The purpose of this accessibility plan is designed to ensure that St Christopher's Primary School complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all pupils, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the school's facilities and services, including those with disabilities and special educational needs.

In preparing this plan, the Governing Body took account of the school's public sector equality duty set out in the Equality Act 2010 (<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>).

This Plan is made available on the school's website and is also available in large print. Other formats may be available upon request. A cost may be incurred.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of information in various forms so that it is accessible to all users

The table below sets out how the school will achieve these aims.

Aim	Good Practice in place	Actions to be taken	Responsibility	Resources required	Milestones	Success criteria
Increase access to the curriculum for pupils with a disability	• A broad and balanced curriculum is offered to all • The curriculum is differentiated so that all children can access the curriculum at their ability • All Interactive whiteboards have to have a coloured (not white background which reduces eye-strain and also supports pupils with dyslexic tendencies • Coloured overlays/books are given to children who show that their learning is enhanced by this adjustment • Pupil Profiles are completed termly which provides staff with any concerns about a child including Medical, SEND, etc. This ensures the profile of pupil groups remains high • Specialist resources are used as	<u>On-going</u> Ensure adjustments to the curriculum and learning experiences are made according to the specific cohort and individual need Review this termly through team meetings and PP meetings Monitoring of provision from SENDCo assistant and support given where needed Teachers to up-date class profiles accordingly	SENDCo, phase leaders and SENDCo assistant	Budget for any resources suggested by external agencies e.g. writing slopes	Termly	Teaching and learning will be adapted term-on-term SENDCo and phase leaders will have a clear focus on needs within school/phase Teachers will have a clearer focus on individual needs and how the curriculum/learning experiences need to be adapted

	required. Pupils can use laptops, writing slopes, foot-rests, coloured over-lays if required • All children are invited to attend educational visits; adjustments are made accordingly and parents are invited to accompany children if appropriate • In the office there is a medical noticeboard which highlights pupils' particular needs – this is also in the kitchen for food allergens • All children who need it have a medical care plan which is written in conjunction with home and school. • The school works in close collaboration with parents if adjustments need to be made for a child for any reason • Personal Evacuation Emergency Plans are in place for all relevant pupils, staff & visitors • Specialist programmes are in place for children with additional needs • There is ongoing staff training programme so that all staff are kept aware of any new developments in accessibility or changes to practice • There are weekly SEND updates in staff and support staff meetings to keep all staff informed of good practice					
Improve and maintain access to the physical environment	• The school is single storey. Sapling building has steps as well as a permanent ramp leading to it as well as handrails. • In the hall at lunchtimes the tables	On-going: To improve access for visually impaired pupils:	Estates Team	On-going costs for maintenance of high-contrast	On-going through site maintenance Checks	The school site will be accessible to all users

	are at appropriate heights which can be accessed by pupils, parents and staff as well as visitors. • We have adjustable seats with footrests for children that require more seating support • The recent changes to the school entrance has made the signing in process more accessible. • Classrooms & corridors are well organised, tidy & accessible. • We ensure that any refurbishment or upgrade projects consider issues around accessibility. • Children and adults with additional needs are able to access all areas of the school because the physical environment enables this. • Individual Health Care Plans are written with parents and families of identified children as soon as they are admitted to school, and these are reviewed on an annual basis. Adaptations to the physical environment made in accordance with these • We have one staff disabled toilet which can be used by parents and family members as needed.	• To maintain the nosing (edge) of steps is marked e.g. contrasting colour. It is good practice to have either contrasting tape or yellow paint on the edge of each step or stair. Outside on stone steps weatherproof paint is available • Decisions around redecoration include consideration of the need for tonal contrasts. Ensure disabled parking bay is clearly marked and kept clear to be used for this purpose Ensure that on-going improvements of the school take into consideration accessibility needs e.g. are the door frames wide enough for wheelchair access? Tactile paving where needed for visual impairments Complete accessibility audit (see below) and adjust action plans accordingly		paint/edging As needed Dependent on outcomes	On-going Spring 2025	
Improve the delivery of information in various forms so that it is accessible	• Our SENDCO works extensively with teachers, TAs and parents to ensure provision for the child and/or parents is accessible • Children with dyslexic tendencies have their work printed on suitable coloured paper	SENDCo termly newsletter for parents with SEND children. This can provide signposts for extra information and support Ensure recommendations of	SENDCo and SENDCo assistant	Resources as stated by external agencies Training for the use of	On-going Term 4 – The Nest Term 5 2023	Information sharing and dissemination of information, whether it's teaching and learning or sharing children's progress, will be considered by

to all users	e.g. buff/green/purple where it improves their outcomes • Children who are visual impaired have their work enlarged so they can access the task • All classrooms have visual timetables which provides information for pupils and staff. • Our school website signposts parents to SEND support network • We use a range of communication methods to ensure information is accessible to all e.g. social media (audio and video – not just written text) • Learning captured and shared via social media and Evidence Me so parents do not always have to read about their child's learning	resources by external professionals around accessibility are actioned Develop the use of sign language across the school, but in particular within Blossom Class		BSL or Makaton	– all staff	all members of staff All members of the school community will be able to access learning or information through the adjustments made
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Accessibility Audit

Name of School: St Christopher's Primary School				Date20/03/2024
Feature	Description	Actions to be taken	Responsibility	Timeline
Entrances	All Entrances to buildings are wheelchair accessible.	N/A	N/A	N/A
Reception Welcome Area	All Entrances to buildings are wheelchair accessible.	N/A	N/A	N/A
Parking area	Disabled Parking space x1	N/A	N/A	N/A
Number of floors	Single Storey	N/A	N/A	N/A
Lifts	None required	N/A	N/A	N/A
Ramps	2 X Ramps	N/A	N/A	N/A
Toilets	3 X Disabled W/C	N/A	N/A	N/A
Corridor access	All corridors and doors wide enough to access a standard wheel chair.	N/A	N/A	N/A
Signage	All W/C have signage	N/A	N/A	N/A
Emergency access routes	All clear and on ground floor	N/A	N/A	N/A
Pathways	All Clear	N/A	N/A	N/A
Playing fields/ playground	1 x Playground not accessible	Not possible due to landscape	N/A	N/A
Classrooms	All Classrooms have 1 x Entrance and 1 x Emergency Exit on G/floor.	N/A	N/A	N/A

