


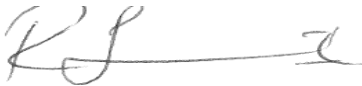
Christ Church New Malden

Church of England Primary School



Accessibility Plan 2023-2026

Committee responsible	Full Governing Body
Approval required by	Governing body, individual governor or headteacher
Statutory or Recommended	Statutory
Frequency of review	3 yearly
Date last reviewed	December 2023
Date of next review	December 2026
Display on website	Yes
Purpose	To give all children full access to the curriculum at school
To be read in conjunction with the following policy	School Development Plan SEND Policy SEN Information Report Equality Information and Objectives and Equality Statement

	Signed	Date
Headteacher		December 2023
Chair of Governors		December 2023

1. Statement

Christ Church New Malden Primary School is committed to ensuring that all its employees, pupils and others involved in the school community, with any form of disability are treated equally. We will ensure that disabled pupils and employees are not treated less favourably in any procedures, practices and service delivery.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the range of activities offered by our school.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality

Although this plan is a requirement for pupils, the school also has a duty to staff and visitors, who will benefit from any amendments, in particular in relation to the building access.

2. The Duty

The school is committed to the removal of barriers to the progress of disabled pupils. We aim to give all children full access to the curriculum at school and to enable them to participate fully in school life.

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools. It has three main elements. Schools are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The equality duty covers the nine protected characteristics; age, disability, gender, reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation

3. Definition of Disability

The definition of Disability as defined by the Equality Act 2010 is:

'When a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Some specified medical conditions e.g. multiple sclerosis and cancer are considered as disabilities, regardless of their effect.

We understand that the definition of disability under the Disability and Discrimination Act is different from the eligibility criteria for special educational needs. This means that disabled pupils may or may not have special educational needs.

4. Priorities

This plan aims to:

1. Increase the extent to which pupils with disabilities can participate in the curriculum.
2. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
3. Improve the availability of accessible information to pupils with disabilities.

5. Access to the Curriculum

Staff members are conscious of the need to ensure that disabled pupils are able to access the full curriculum, including extra-curricular activities, school visits and residential trips, sports days etc. Risk assessment and personal evacuation plans are made with the aim to ensure that all pupils are able to participate and that necessary measures are in place to allow a pupil's full participation. The school regularly reviews the taught curriculum to ensure that it meets the needs of pupils for whom it is intended.

Target	Action	Timescale	Resources and staffing	Success criteria
Improve representation of diversity in the curriculum	Set up of new curriculum leads for Equality and diversity. purchase texts, assess and consider changes to long term planning participation in a decolonising curriculum project through AfC.	Priority for 2023-24 with review ongoing	Head, Deputy, SENCO EDI team	Staff will be able to identify elements of curriculum coverage which can be used to represent a wider diversity. Children will be able to identify and talk about different ways in which the school discusses diversity
Increase representation and profile of individuals of all characteristics to foster positive relationships	Audit books available to children in school library and classroom book corners and purchase more books as required. Pupil voice Priority staff meetings	Priority for 2023-24 with review ongoing	Head, Deputy, SENCO EDI team Reading lead	Children will have access to a range of reading material which represents our diverse school population
To further raise staff and pupil awareness of inclusion and identify ways in which quality first teaching strategies can support learners	Staff weekly update focus on professional reading and research. Invite outside professionals to train staff in supporting children with additional needs - specifically those identified as neurodiverse Training opportunities identified and led by the school's Educational Psychologist and local MHST.	Priority for 2023-24 with review ongoing	Head Deputy SENCO	Staff and children will have an understanding of quality first teaching strategies to support children with neurodiverse needs.

Target	Action	Timescale	Resources and staffing	Success criteria
To monitor that risk assessments for trips have taken the needs of ALL children into account – including those with special needs.	Review and improve risk assessment procedure. Monitor 2 risks assessments each term to make sure that teachers are making appropriate reasonable adjustments for children with SEND on trips	On-going	Deputy School-trip co-ordinator Class teachers Governors	Risk assessments clearly identify children with SEN and risks are fully assessed and planned for with noted adjustments and plans made
Ensure that staff working with disabled children receive appropriate induction and training	Class teachers to be aware of individual needs - this will be reflected on 'All about me' forms. On-going, relevant training will be sought. Monitor effectiveness of the provision for children	On-going, but particular focus at the start of new academic years and when change has occurred	SLT SENCO Outside agencies	Pupils are effectively supported to access the curriculum, developing independence and promoting social interaction
Ensure that children are able to access and use technology to demonstrate understanding and learning	Staff and children are trained to access speech-to-text technology. Children use technology so that they are able to access classroom resources (such as lesson slides) from where they are working.	On-going	Class teacher Computing and technology leads	Children are able to use technology to demonstrate their understanding and learning without needing to rely on physical written communication skills.

6. Access to the physical environment

The school site is currently accessible for the majority of pupils, staff, governors and members of the community. As a split-site school the areas of the physical environment and the adaptations which occur are different.

	Infant site	Junior site
Entrance	Ramped, buzzer to enter	Level access. Buzzer to enter from outside and push button to exit.
Lift	N/A	Yes – accessible from school lobby
Access to classrooms	All classrooms (except one in the Victorian era classroom) are either ramped or low threshold. There are no internal stairs or step	LK2 – accessible via external doors to playground. UKS2 – via flight of stair or lift
Fire alarm	Alarm bell	Visual – flashing lights. Alarm bell
Refuge area	N/A	Yes – at either end of the upper level corridors. There are alarms at each.

	Infant site	Junior site
Disabled toilet	Yes	Yes – 1 on each level
Parking	Car parking is available at infant site – level access to School Office	Yes, 1 disabled parking space on site, level access to School Office

Target	Action	Timescale	Resources and staffing	Success criteria
Improve the quality of provision for children with complex learning needs	Development of the infant site intervention spaces to include targeted areas for EYFS nurture space, sensory space and for targeted intervention teaching	Autumn 2023	SENCO SLT Pastoral Team	The sensory and nurture space are accessed regularly by identified children. Children are able to access these spaces and are able to access the classroom setting with increased confidence and emotionally regulated.
Ensure that pupils are able to access a quiet play area if needed	Set up a quiet area in the playground Identification of suitable places at both sites. Resources to be purchased to develop quiet / calm spaces.	Planned for 2023-24	KS2 TALL team Pupil leadership team for pupil voice	Children will be able to choose to spend time outside in a designated quiet / calm space.
Specialist furniture and equipment to be identified and provided.	Posture cushions and slope boards available. Sensory equipment and OT provision for specific pupils. SENCo to source specialist furniture and/or auxiliary aids on needs basis	On-going	SENCO SBM	Children who require specialist equipment will be able to access the curriculum with increased success.
Improvement to outdoor space at the infant site to increase site safety and the available accessible space for outdoor learning	Longer-term plans for the infant site to improve site security and fencing along the school frontage.	Spring / Summer 2024 for physical alteration of the outdoor area. Autumn 2024 onward to utilise and develop this new space	Head SBM Site manager Governors	Children will have access to an increased outdoor space for learning and space to develop physical skills

7. Communication

Target	Action	Timescale	Resources and staffing	Success criteria
Where possible, written material is made available in alternative formats when requested.	<p>The school will make itself aware of the services available for converting written information into alternative formats</p> <p>The school will investigate how webpages can be translated.</p>	On-going	Office team	Parents will be able to access a range of school materials in home languages, enabling parents to feel included in the school community
Classrooms and the school environment will recognise and reflect the multilingual nature of the children attending CCNM	<p>Class teachers to review books in reading corners</p> <p>Class teachers will promote and celebrate the range of languages spoken by children in class</p> <p>Class teachers will produce notices</p>	On-going development	Class teachers EDI team	Children and families who are multilingual feel increasingly included in the school community.
Ensure that children who would benefit from visual prompts are identified and have access to them	<p>Training for staff in the use of visual prompts and Widgit software</p> <p>Training for staff to understand why visuals are required.</p> <p>Working party to agree to set symbols for consistency.</p>	Spring / Summer 24	EYFS team SENCO External agency advice	Consistent use of visuals is agreed, enabling children to communicate their needs through visual support.

Target	Action	Timescale	Resources and staffing	Success criteria
Develop EYFS staff confidence in using makaton signing to develop a communication rich environment	<p>Identify training opportunities and providers</p> <p>Staff to support each other when new signs are learnt by sharing knowledge</p> <p>Disseminate key signs to support staff.</p>	On-going development of learnt skills	<p>EYFS team</p> <p>External agency advice</p>	Staff will feel confident to use a range of common makaton signs to communicate daily routines and expectations.