

Christ Church New Malden

Church of England Primary School

Accessibility Plan 2020-2023

Committee responsible	Full Governing Body
Approval required by	Full Governing Body
Statutory or Recommended	Statutory
Frequency of review	3 yearly
Date last reviewed	24 th September 2020
Date of next review	September 2023
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	<ul style="list-style-type: none">• School Development Plan• SEND Policy• SEN Information Report• Equality Information and Objectives and Equality Statement

	Signed	Date
Headteacher		24/09/2020
Chair of Governors		24/09/2020



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 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

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. (See appendix for details)

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 eg 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

The school has three areas for development

1. Curriculum
2. Environment
3. Communication

These are set out in more detail in the following tables.

Accessibility Plan

5. Access to the Curriculum

Target	Action	Timescale	Resources and staffing	Success criteria
To identify children who may need support starting Christ Church in Early Years classes.	Home visits / in - school meet the teacher visits and liaison with previous settings	Summer term, once lists are available for next cohort	EYFS team	Successful sharing of information will enable staff to implement strategies when children start school.
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits	Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school.	On-going	Class teacher SENCO TA	All pupils will access and experience the opportunities available as their peers.
Ensure there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs	Annual training cycle that includes SEND and specific training as identified.	Ongoing	Deputy Head SENDCO SLT Subject leaders	There will be access to learning opportunities for staff who are designing curriculum areas, where pupils at the school have an identified need. The learning from these opportunities will be shared with colleagues to promote awareness for all relevant staff
Ensure pupils needs' can be met using IT equipment or other specialist resources following identification.	Use referral, EP, OT, Paediatrics service and their recommendations.	Ongoing	SENCO Class teacher	Children will access relevant, supportive and cost effective equipment to meet their needs.
To monitor and analyse the achievements of all vulnerable groups and act on any trends or patterns that may need additional support for pupils	Termly pupil progress meetings,	Termly	SLT Curriculum Leaders Phase leaders Intervention Team	The progress and needs of vulnerable groups of children will be met and additional support will be put in place to support the identified needs.
Ensure that children with English as an additional language are supported to access the curriculum.	Use of appropriate technology. Establish 'buddy system' for EAL children as required Identification of children who	Ongoing.	SLT SENCO EAL TA	Children with EAL are supported to access the curriculum and classroom activity.

	benefit from Korean speaking TA..			
Ensure that classrooms are organised to promote independence.	Learning walks Clear direction on whole school expectations on classroom organisation. Staff induction	Autumn Term priority On-going after this	Class teachers Teaching Assistants Phase leaders Curriculum leaders SENCO	Children will be independent learners and can choose resources to enable them to learn.

6. Access to the physical environment

	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 to Y2 Fox) 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 a call alarms at each.
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 specific emotional needs	Staff training and resources to support the identification of children with emotional needs.	Autumn 2020	SENCO Pastoral Team	Classrooms will reflect whole school approaches to emotional well-being and emotional needs and children are able to use these when they identify their need.

<p>Improve the KS2 targeted provision environment to create a positive learning environment and ensure the best use is made of space.</p>	<p>Develop clear and low arousal middle rooms at KS2 for a calm additional teaching space.</p> <p>Identification of suitable storage for resources.</p>	<p>On-going</p>	<p>Class teachers</p> <p>TA</p> <p>SLT</p> <p>Pastoral Team</p>	<p>Children at KS2 will have access to a safe, quiet place within the school building.</p>
<p>Improve the KS1 targeted provision environment to create a positive learning environment and ensure the best use is made of space.</p>	<p>At KS1, to ensure that group rooms and spaces in the classrooms are used effectively and are accessible for a range of interventions</p>	<p>Autumn 2020</p>	<p>Class teachers</p> <p>TA</p> <p>SLT</p> <p>Pastoral Team</p>	<p>Children at KS1 will have access to a safe, quiet place within the school building.</p>
<p>Keep corridors / shared areas clear from obstructions</p>	<p>Review and monitor use of shared spaces and that adequate storage is in place to ensure that spaces are accessible</p>	<p>On-going</p>	<p>Class Teachers</p> <p>Teaching Assistants</p> <p>Phase and curriculum Lead</p> <p>SLT</p> <p>Premises Team</p>	<p>Children and staff will be able are able to move with safety and with freedom around the building. Health and safety monitoring will not identify corridors and shared areas as an area of concern.</p>

7. Communication

Target	Action	Timescale	Resources and staffing	Success criteria
To ensure classroom communication methods are of a consistent quality in classroom practice across the school.	Monitor and observe communication methods across school. Training for staff as appropriate	On-going	Pastoral team Sharing good practice from staff who are experienced in developing resources.	Consistent use of visual timetables, widget social stories, pictorial communication – good sitting etc . Both sites have access to widget Staff feel confident to use a range of communications methods.
To ensure that children with English as an additional language are able to communicate their needs to adults.	Use of dual-language resources. Buddy system	On-going.	Class teacher Class teaching assistants SENCO / SLT	Children are able to communicate their needs.
Communication methods in the school environment enable children with SEND to communicate their needs to adults	Training for staff Staff to use visuals to communicate to whole class and individuals. Children to use visuals to communicate	On-going – in response to needs for individuals	SLT SENCO Class teacher TA	Children are able to communicate their needs to an adult using a range of methods (verbal and non-verbal)
School to ensure that key school messages can be understood by parents / carers who may have barriers to understanding / reading or communicating what has been sent or said.	Staff to pass on information at pupil handover meetings. (eg knowledge if parent is visually impaired). Feedback from home/school questionnaire Ensure that where possible, parents	On-going	Office Class teachers	Key messages are communicated to all in the school community. Parents and children will feel included as part of the school community.



	can access language support at parents evening.			
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