

Christ Church CE VA Junior School



Growing in Faith, Learning and Love



Accessibility Plan 2017-19

“A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.” – UNICEF

Christ Church CE (VA) Junior School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

This plan is drawn up in accordance with the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014.

The definition of disability is:

“A person suffers a disability 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 carry our normal day-to-day activities”

We recognise:

- Our duty under the Equality Act 2010 and the Special Educational Needs and Disability Regulations “It is unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services”
- Schools and LEAs must:
 - not treat disabled pupils less favourably; and
 - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the “reasonable adjustment” duty)
- That Local Education Authority and school governors have the duty to publish Accessibility Strategies, Plans and Policies.

This plan covers all three main strands:

1. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.
2. Increase the extent to which disabled pupils can participate in schools’ curriculums.
3. Improving the delivery of information to pupils with disabilities.

Aim	Actions	Responsibility	Time scale
To have high expectations in order to build a strong foundation for life in the areas of social, academic, physical and creative opportunities.	<ul style="list-style-type: none"> • Staff to focus how they can improve children’s own expectations. • Develop the independence of children with SEND through allowing them to carry out activities or tasks on their own. • Continue to implement Growth Mindset throughout school • Promote independence and resilience in school. 	Class Teachers SENCO	Ongoing to July 2019
To provide an environment, which actively looks for and celebrates individual achievements.	<ul style="list-style-type: none"> • Promote target booklets for small steps achievement. • Children to be rewarded for their achievements in celebration Assembly. • Children to show their achievements to SLT. • Ensure children with SEND are given the opportunity to achieve during lessons through questioning, work set and discussions. • Celebrating achievements with parents – phone calls, postcards home etc. 	Class Teachers SENCO	Ongoing to July 2019

<p>Develop innovative teaching strategies to remove any barriers to learning.</p>	<ul style="list-style-type: none"> • Share best practice with all staff. • Ensure iPads and ICT equipment is available to allow children to record their work in different ways. • High quality CPD to be shared among staff – sharing good practice and innovative ideas • Collaborative teaching opportunities and peer observation sessions. 	<p>SENCO Class Teachers SLT</p>	<p>July 2018</p>
<p>Raise the profile of SEND amongst school staff and parents.</p>	<ul style="list-style-type: none"> • Review SEND children’s progress with Year Group staff at half termly Pupil Progress meetings • Regular checks on the use of SEND provision plans and IEPs. • SENCo to attend SEND meetings with parents whenever possible • SENCO to have an obvious presence around school. • Regular SEND slot on the school newsletter • Termly update for Governors. • E-mail set up for parents of SEND children to SENCo if required 	<p>SENCO SLT</p>	<p>July 2018</p>
<p>Ensure all information provided to pupils & parents with special educational needs or a disability is in a user friendly format.</p>	<ul style="list-style-type: none"> • Any work for dyslexic pupils to be printed on to coloured paper. • All interactive whiteboard SMART files to be set on a cream or light blue background, wherever practically possible. • VI children to be seated appropriately within the classroom • HI children to be sat near the teacher to aid hearing of information • Information for children with visual impairments to be enlarged. • Newsletter for VI parents to be sent using enlarged text. • Parents and carers to signpost staff of ways to support their needs with communication • Use of email/school website for newsletters and information. 	<p>Class Teachers SENCO School Office</p>	<p>Ongoing to July 2019</p>