

Christ the King Catholic Primary Accessibility Plan April 2018/2021



Legislative Context

This plan is constructed in compliance with:

- Equality act 2010: Schedule 10, Paragraph 3
- Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

Purpose of the Plan

This plan shows how Christ the King intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long term adverse affect on his/her ability to carry out normal day-to-day activities.

Contextual Information

Christ the King was built in 1964 as a single storey building. There is wheelchair access to the main entrance but access around school is limited. A disabled toilet is available in the entrance area. At present we have no wheelchair dependent children or staff. Some visitors to the school are wheelchair dependent.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities. We have a small number of children who have a hearing impairment.

Increasing Access for disabled children to the school curriculum

Improving teaching and learning lies at the heart of the School's work. Through self-review and Continuous Professionals Development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability inclusive classes.

It is a core value of our School that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure, cultural and educational activities/visits. The only exception would occur if a child had breached school rules when deprivation of a club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Areas of planning responsibilities:

1. Improving access to the Curriculum

	Targets	Strategies	Outcomes	Time frame	Responsibility
1	To ensure that children with SEND are able to access school trips.	Staff meeting – share information. Use Risk assessments from EVOLVE.	Generic risk assessments that can be individually adapted is in place. Staff are fully briefed with regards to children with SEND. RA amended and adapted per trip.	November 2018 Ongoing	VG HC Trip leaders
2	Ensure that all children with SEND and physical disabilities can access all whole school events.	Risk assessments for events. Reasonable adjustments made to ensure access.	All children can access school events and activities.	Ongoing	MW
3	Speech and Language Programmes are taught within the classroom.	Liase with Speech and Language therapist with regard to best strategies and best practice which can be incorporated into class when working with children with Speech and Language difficulties.	Whole staff training will enable staff to implement programmes.	Spring 2019	
4.	To ensure that all classrooms are Autism friendly.	CPD from the Holbrook School. Staff to have the opportunity to visit the school. Share ideas and implement them for the next academic year.	Staff will understand what it means to be autistic and how a classroom can be adapted to facilitate learning.	Autumn 2019	
5.	Review PE curriculum to ensure PE is accessible to all.	Invite disabled athletes to visit school. Audit resources and curriculum to ensure equality of provision. Survey participation of after school sports clubs.	Disabled children feel confident and able to participate equally in and out of school activities.	On-going	PE coordinator

2. Improving the Physical Environment

	Targets	Strategies	Outcome	Time frame	Responsibility
1.	The school is aware of the access needs of disabled children, staff, governors, parents/carers and visitors.	<p>To create individual access plans for disabled children as part of the Individual Education Plan process when required.</p> <p>Be aware of staff, governors, parents and visitors needs and meet as appropriate.</p> <p>Find out the needs of parents/carers through the newsletter/questionnaires’.</p> <p>Consider access needs during recruitment process.</p>	<p>IEP’s/ Care Plans in place for disabled children and staff aware of children’s needs.</p> <p>People feel confident that their needs are met.</p> <p>Parents and visitors have full access to all school activities.</p> <p>Access issues do not influence recruitment and retention issues.</p>	<p>Induction and on-going if required.</p> <p>Annually.</p>	<p>MW</p> <p>HC</p> <p>HC</p> <p>Governors</p>
2.	Ensure all disabled pupils can be safely evacuated.	<p>Put in place a Personal Evacuation Plan for disabled children.</p> <p>Make sure that all staff are aware of their responsibilities.</p>	All staff and children are safe in event of an emergency.	<p>As required</p> <p>Every September</p>	SENCO
3.	Layout of school to allow access for all children to all areas.	Consider the needs of disabled children when considering any re-designs/buildings	Access to all areas of the school for wheel chair users and disabled pupils.	As required	Governors
4.	To improve the Sensory environment.	Consider the sensory needs of the children and how best to meet these with plants and accessories.	Garden is established and meets the needs of the children.	On-going.	<p>VG</p> <p>JC</p> <p>MW</p>

5.	Ensure accessibility of access to IT equipment.	Alternative equipment in place to ensure access to all hardware including the hall. Liaise with appropriate services for information on how best to address needs.	Hardware and software available to meet the needs of the children as appropriate.	On-going and as required.	ICT coordinator
6.	Ensure hearing equipment in classrooms to support hearing impaired.	Seek support from the Local Authority Hearing Impaired Unit on the required equipment.	All children have access to the equipment.	As required.	Support Services

3. Improving Delivery of Information

	Target	Strategies	Success Criteria	Time Frame	Responsibility
1.	Annual Review Information to be as accessible as possible.	Develop child friendly Individual Education Plans.	Staff more aware of children's preferred method of communications.	On-going.	MW
2.	Languages other than English to be visible in School.	Some welcome signs to be multi-lingual.	Confidence of parents to access their child's education.	As and when required.	All staff
3.	Provide information in other languages for parents of prospective children who may have difficulty with hearing or language problems or who themselves have a disability.	Access to translators, sign language interpreters to be considered and offered if possible.	Parents and children feel valued and supported.	As and when required.	MW
4.	To make information sent home accessible to all family members.	Translate letters and information into different languages if requested. Systems in place for those parents who may be hearing impaired.	Parents and Carers will have a better chance to engage fully with school life.	As and when required.	HV

