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February 2023 – February 2026

# Accessibility Plan



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## 1. Our School

### 1.1 Our Vision

**Grow. Achieve. Shine** – These are much more than words or a motto. At Churchfield Primary School we enable all children to **grow** as independent learners, **achieve** more than they ever believe they could and **shine** as unique individuals. Our school is a very special place, having been the beating heart of our community for over 120 years, we respect the lessons of the past whilst looking to the difference we can make in the future. Preparing our pupils for life in an ever-changing world, developing curious, well-rounded individuals who are determined to succeed.

### 1.2 Our Values



We are proud, and work hard to be the best that we can be



We are determined and resilient, embracing all challenges



We collaborate well, treating everyone as equals



We are honest, kind and show integrity



We respect all people, property and the environment



We believe in ourselves and strive for our goals

### 1.3 Our Golden Rule

## Our Golden Rule

We keep ourselves, and each other, safe.



### 1.4 Our School Aims

Our school aims are underpinned by our values. Through our school values, we aim to:

1. Promote high standards of academic and vocational achievement for every child, every time, through a highly-inclusive approach.
2. Promote a holistic view of the whole child, supporting them to become well-rounded individuals and members of society.
3. Encourage all children to develop positive relationships with, and respect for, themselves, each other, our local community and the wider world.
4. Provide a safe, welcoming and positive environment for our children and families; acting as a hub at the heart of our community.

### 1.5 Our Community

Bricks and mortar do not make a school, people do. We can achieve great things when we work together, and our community is at the heart of what we do. We are a hub of support for our families, and provide a safe and loving environment for our children to shine.

### 1.6 Our Academy Trust

Since December 2019 we have been a proud member of Waterton Academy Trust, providing even more opportunities for our pupils to shine. As part of the Waterton family, we ensure that success for all is not a goal, but an expectation.



## 2. Policy Summary

### 2.1 Policy Introduction & Rationale

At Churchfield Primary School we believe that every child, parent and staff member has a right to be able to access both school and the curriculum without barriers. Under the Equality Act 2010, all schools are required to have an accessibility plan. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

### 2.2 Policy Aims

This policy is underpinned by the central aims of Churchfield Primary School and the values held by the school community. This policy aims to:

- Provide information for all stakeholders on how school increases the extent to which pupils with disabilities can participate in the curriculum
- Provide information for all stakeholders on how school improves the physical environment of school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Provide information for all stakeholders on how school improves the availability of accessible information to pupils with disabilities

### 2.3 Inclusivity Statement

At Churchfield Primary School we use an inclusive approach to all aspects of education. Our aim is to always involve all children and stakeholders in all areas of the curriculum and school life. In accordance with the SEND Code of Practice, we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

## 3. Legalities & Linked Documents

### 3.1 Linked School & Trust Policies

This policy should be read in conjunction with the following policies and other linked policies:

- Safeguarding Policy
- Health & Safety Policy
- Anti-Bullying Policy
- Curriculum Policy
- Teaching, Learning & Assessment Policy

### 3.2 Linked National & Local Documents

The policy has been developed in accordance with the following legislation and guidance:

- [The Equality Act \(2010\)](#)
- [SEND Code of Practice \(2014\)](#)
- [.GOV Guidance for Schools on the Equality Act](#)



## 4. Overview

At Churchfield Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. Churchfield Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents 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 developing a culture of inclusion, support and awareness within the school.

The Churchfield Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. The Accessibility Plan for physical accessibility relates to the Access Audit of school. 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 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. This policy complies with our funding agreement and articles of association.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns. We have also included a range of stakeholders in the development of this accessibility plan.

## 5. Key Definitions

### 5.1 'Disabled'

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a **'substantial'** and **'long-term'** adverse effect on their ability to undertake normal day to day activities.

### 5.2 Long-Term & Substantial

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 6. Current Good Practice

### 6.1 Early Identification

We enquire about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability through Early Help Assessment and by information collection at the start of each year or when a new pupil joins the school, this also includes all parents of new starters completing a communication profile.

### 6.2 Physical Environment

Disabled pupils can access almost all areas of the school and participate in all extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils



with medical needs. Churchfield offers ear defenders for any children who struggle with noisy areas or background noise, as well as loop systems for pupils who have hearing impairments. School has a dedicated sensory room that is used for targeted support and sensory intervention, as well as a range of sensory tools in classes such as wobble cushions and fidgets.

### 6.3 Curriculum

At Churchfield Primary School, we are aware there are areas of the curriculum to which disabled pupils have limited access where provision needs to be adapted. Other issues affect the participation of disabled pupils, for example: peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people in general culture and the community. Work for children with VI or HI is adapted and modified to suit their individual needs, and a 'first' and 'then' approach is used consistently across school for children with the most complex needs. Churchfield's SALT provision provides dedicated SALT intervention and support for children with SLCN. Where required, pencil grips, writing slopes and adapted keyboards are used to support children. School's Nurture and TEACCH provisions provide a space for children to access curriculum tasks through a specialised approach, specific to individual need. SEND are the first consideration for any trips or visits, and if they can be adapted to meet all need.

### 6.4 Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff. Visual timetables are present in every class, and school is a certified ELKLAN Communication Friendly school.

### 6.5 Management & Implementation

We will consult with experts when new situations regarding pupils with disabilities arise. We work closely with agencies to ensure we are able to provide the appropriate access prior to any pupil starting Churchfield. This is primarily done through multi-agency planning and Early Help Assessment.

## 7. Access Audit

Churchfield Primary School is a multi-stage site, with the oldest part of school dating back to 1900, and the newest parts of school being built over the last 5 years. The main access to the school site is the driveway, that has no steps or the front reception.

### 7.1 Main School

The main school block is primarily a single floor, consisting of a large hall space with 10 adjacent classrooms. All doors in school are wide-doors. Access to the main school building is via the front office (steps and a disabled ramp) or via the main back doors that are all used on a mag-lock system. The main entrance features a secure entrance area and has been fitted with a low reception desk, this being fully accessible to wheelchair users. There are disabled toilet facilities available, all of which are fitted with a handrail and a pull emergency cord. School has internal emergency signage and escape routes are clearly marked. There are also emergency call points in case of fire. There are two small areas of main school only accessible via steps, and these are the oldest parts of the building. School also has a designated medical room with mechanical hoist and medical bed. The school library houses shelves at wheelchair-accessible levels.

### 7.2 EYFS Unit

The EYFS unit was built in 2011 and consists of a single floor, open-plan unit, access via the main playground and driveway.

### 7.3 Sports Hall

The sports hall pre-dates school and is accessed via the main playground via 2 entrances, one of which is step-free and accessible to wheelchair users. There is a shared toilet in the sports hall with a lowered basin and toilet.



#### 7.4 Y6 Unit

The Y6 unit was completed in 2019 and consists of two floors. The bottom floor houses a semi-enclosed astro-turf pitch that is wheelchair accessible, a reception area with a lowered desk and a teaching/office space. The upper level is accessible via stairs or a purpose-built and wide-door lift that can be operated both internally and externally. On the top floor are two classrooms, an office space and a disabled toilet with pull cord, wide door and hand rail.

#### 7.5 Waterton Assessment Centre

The WAC is located at the back of the school sports hall and houses 2 open plan classrooms, a dedicated wet area and lowered pupil toilets. Access is via the sports hall (wheelchair friendly) or via the widened steps on Bow Street.

#### 7.6 Parking Facilities

School has a very small car park in relation to staffing numbers, with three spaces reserved as disabled spaces. There is wheelchair access to school from the car part via the front office.





## 8. Curriculum Action Plan

To increase the extent to which disabled pupils can participate in the school curriculum.

Objectives	Actions	Success Criteria	Who	Timescales
Ensure that curriculum adaptations are in place for all relevant children across the curriculum.	Staff CPD on curriculum adaptations for all levels of SEND. Joint resourcing and planning, team teach, book looks and learning walks. Drop-in sessions for staff.	All staff will develop a range of strategies to support pupils with SEND access all areas of the curriculum through adaptations.	SENCO, IDL	July 2023
Ensure all staff are aware of those children who are on the SEN register in each class and be clear in the reasons why.	Drop ins, learning walks, book scrutiny and SEN review meetings. Provide training in specific learning needs e.g. dyslexia, ASD, VI, ADHD for relevant teaching staff and teaching assistants. Set up class SEND folders for any supply staff or cover staff and ensure this is part of each handover.	All staff will be aware of the children on the SEN register in each class and have a clear understanding of why, being able to identify clear reasonable adjustments that the next class teacher needs to put in place for these children.	SENCO, IDL	July 2023
SEND pupils access all after-school clubs.	Develop risk assessments for SEND pupils for extra-curricular provision. Targeted information for parents of SEND with regards to extra-curricular provision and how this is adapted to meet needs.	The number of SEND pupils in extra-curricular provision increases.	HT, SENCO, IDL	July 2023
To ensure that work completed in TEAACH, SALT & Nurture is replicated in classrooms.	Staff meetings and training to ensure that staff have time to know how to implement relevant strategies that can be taught in the classroom, to be able to do so. Where possible, professionals, e.g SALT, VI Team to deliver specific training to key people who work with children with additional needs. Key Practitioners to provide overview sessions for other staff and model best practice.	All staff will be able to replicate and put into place some of the strategies for children as identified by professionals who support key children with disabilities, and strategies used in TEACCH, SALT & Nurture.	SENDCO, IDL	July 2024
SEND pupils make at least good progress from their starting points and personalised targets.	Drop ins, learning walks, book scrutiny and SEN review meetings. SEND pupil progress meetings, data analysis, assessment moderation and monitoring.	Children with SEND will make good progress in relation to SEND children nationally at KS2.	SENDCO, IDL	July 2025



## 9. Information Action Plan

To improve the delivery of information to disabled pupils and parents.

Objectives	Actions	Success Criteria	Who	Timescales
Website information is accessible to all.	<p>Ensure the website is fully compliant, and validated externally.</p> <p>Develop a translation tool and make it clearly visible on website.</p> <p>Ensure paper copies of all documents are available and clear instructions for parents on how to request these.</p>	The website is accessible to all parents, including EAL and is clear.	HT	Ongoing
Staff are fully aware of children’s individual needs and professionals who work to support the children.	<p>Ensure that advice is shared and understood so that suggestions can be put in place swiftly.</p> <p>SENCO to check in with staff that information is in the SEN file/ medical file (CPOMS) and that they have had time to read it and reflect on what is needed.</p> <p>More staff to have completed/ updated their first aid training and to have received training in specific disabilities.</p>	Work and provision in the classroom will reflect the advice given by professionals in how to further support children with disabilities.	SENCO, IDL	Ongoing
Visuals used around all school (not just classrooms)	Staff working with particular children to be trained in using particular communication strategies that children use. SENCO to ensure that communication strategies e.g PECS cards and other symbols can be found around school to link with their communication systems.	Internal signage using communication systems our children use will be identified around school.	SENCO, IDL	July 2023
Information for parents is clear and accessible for all.	<p>Develop a clear to read and dyslexia-friendly font.</p> <p>Ensure colour choices on all information does not impact readability, and a readability tool is used for the website.</p> <p>Ensure translated copies of newsletters and letters are available.</p> <p>Develop braille and audio versions for documents, or a reader tool for parents with VI or HI.</p> <p>Look at the information that is communicated with families etc and how it is communicated. Identify strategies for different alternative ways that communication can be disseminated.</p>	All information is accessible to all parents, regardless of disability.	HT, SENCO, IDL	July 2024



## 10. Physical Environment Action Plan

To improve and maintain access to the physical environment for disabled pupils and parents.

Objectives	Actions	Success Criteria	Who	Timescales
Ensure that the school environment is not over-stimulating for children with SEND	<p>Classes to use dyslexia-friendly backgrounds and fonts when required.</p> <p>Classrooms to follow a structured and consistent approach to internal displays to reduce over-stimulation</p> <p>Environment audits and monitoring, pupil voice.</p>	<p>All classrooms will follow a consistent approach and not be over-stimulating for children, causing distractions or loss of focus.</p> <p>Rooms will be purposeful and areas clearly identified.</p>	SENCO, IDL	Ongoing
Ensure that all disabled pupils can be evacuated safely.	<p>Staff training on Evac Chair where relevant.</p> <p>PEPs carried out when needed, and staff trained.</p>	<p>PEPs in place for all children who require them, and all staff fully aware.</p> <p>Drills show safe evacuation is effective.</p>	SENCO, IDL	Ongoing
Ensure that any adaptations are identified by class teachers in the planning stage to ensure that all pupils can participate fully	<p>Look at resourcing to identify how activities etc. are being adapted to meet the needs of children with physical difficulties.</p>	<p>Disabled children will be able to access all areas of school and visits</p>	SENCO, IDL	July 2023
There is sufficient wheel-chair friendly access to all upper-levels of school when required.	<p>Identify the costs of this and ways to ensure accessibility to ensure that this can be put in place.</p> <p>Work with estates so that any planned works consider ease of access first and foremost.</p>	<p>All areas of school will be wheel-chair accessible when required.</p>	HT, Estates Manager, Finance Manager SENCO, IDL	July 2026

