

Accessibility Plan

ST. CHRISTOPHER'S EYFS
VICKY STEPHENS

DEFENCE CHILDREN SERVICES |



Accessibility Plan

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| Approved by: | Vicky Stephens | Date: 22.11.2021 |
| Last reviewed on: | | |
| Next review due by: | November 2023 | |

Contents

1. Aims
2. Legislation and guidance
3. Action plan
4. Monitoring arrangements
5. Links with other policies
6. Appendix 1: Accessibility audit

Aims

Schools in Great Britain are required under the Equality Act 2010 to have an accessibility plan, and the MOD will mirror this requirement in overseas locations where it is reasonably practicable to do so. MOD Schools are therefore required to have an appropriate accessibility plan, the purpose of which is to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to disabled pupils.

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.

At St. Christopher's EYFS, we are fully committed to providing an environment that enables full curriculum access, which values and includes all pupils, parents, staff and visitors regardless of their education, physical, sensory, social, spiritual, social and emotional needs.

We are fully committed to developing a culture of inclusion and supporting awareness in our school, inline with the spirit of the Equality Act of 2010 with regards to disability.

We aim to promote cultural development and understanding for all, through undertaking a rich range of experiences in school and the wider environment.

We respect parents' and childrens rights to confidentiality at all times.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

If you have any concerns relating to accessibility in school, the school's complaint procedure sets out the process for raising these concerns.

As part of the school's continued communication with parents and carers, we continue to look at ways to improve accessibility through discussions with parents and our SEND School Governor.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

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 disabled pupil faces

in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Example Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
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| Increase access to the curriculum for pupils with a disability | <p>Practice is differentiated so all pupils can access the curriculum.</p> <p>This curriculum is reviewed to ensure that it meets the needs of all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> | <p>Ensure inclusive quality wave one teaching.</p> <p>Staff continue to receive training allowing them to meet the needs of pupils with SEND.</p> <p>Provide specialist equipment ensuring that all pupils can participate in learning.</p> <p>Staff receive training to track progress of SEND</p> | <p>SLT/Subject leaders monitor quality of teaching, planning and provision for all pupils including SEND</p> <p>CPD as necessary</p> <p>Needs of pupils are assessed and appropriate equipment provided e.g. pencil grips, writing slopes etc</p> | <p>SLT/Subject leaders/SGC</p> <p>SLT/SENDCo</p> <p>All staff</p> <p>SLT and class teachers</p> | <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> | <p>Pupil progress assessed, (from individual starting points) in relation to high quality wave one teaching.</p> <p>Staff gain confidence and expertise to allow all children to access the curriculum and to meet individual needs.</p> <p>Children have the appropriate equipment, allowing them to become more independent in their learning.</p> <p>Pupils with SEND make progress</p> |

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| | <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils e.g. use of coloured overlays, use of IT to support learning etc</p> | <p>pupils on Learning Ladders system.</p> <p>Effective interventions are in place to meet the needs of all pupils</p> <p>Classroom organisation ensures that all pupils can participate in activities and promotes independence of learners.</p> | <p>Pupil progress regularly assessed and discussed with staff members.</p> <p>SENDCo monitors current interventions and their success/impact upon progress. Use of provision mapping across all classes.</p> <p>SLT monitors teaching and learning</p> | <p>SENDCo/Class teachers/LSA's</p> <p>All staff</p> | <p>On-going</p> <p>On-going</p> | <p>through areas of the curriculum.</p> <p>Interventions are focused and provide a significant impact upon learning.</p> <p>The children show confidence in their learning. Their independence and learning behaviour shows positive impacts upon their progress.</p> |
| <p>Improve and maintain access to the physical environment</p> | <p>The environment is adapted to the needs of pupils as required.</p> <p>This may include:</p> <ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Resources at wheelchair-accessible height | <p>Maintain corridors and ensure that they are clear of obstructions</p> <p>Disabled toilet area to be accessible and clear of any obstructions.</p> <p>Entrances and exits are (including emergency exits) are clear and accessible.</p> | <p>Regular checks undertaken by SBM of all areas.</p> <p>Any obstructions removed.</p> <p>Maintenance issues are reported and dealt with promptly.</p> | <p>All staff/SBM</p> | <p>On-going</p> | <p>Modifications may be made to the school building and classrooms to improve access, if necessary and reasonable.</p> |

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| <p>Improve the delivery of information to pupils with a disability</p> | <p>Our school uses a range of communication methods to ensure information is accessible. This may include:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Careful class seating plans | <p>Ensure that parents/carers/staff and pupils with a disability have equal opportunity to access information from and within school</p> | <p>All signage is clear. Any pupils/ parents/ carers/ children and visitors receive sensitive support within the school building.</p> | <p>All staff</p> | <p>On-going</p> | <p>Parents/carers, pupils and visitors to school are able to access information.</p> |
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Monitoring arrangements

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary.

It has been approved by Vicky Stephens (Headteacher)

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Special Educational Needs and Disability
- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions
- Complaints
- Pupil transfer policy
- Equal Opportunities policy
- Safeguarding policy
- Keeping children safe in education