



Accessibility Plan November 2024

“Learn with Love, Flourish in Faith”

Our School Vision

Do everything in love (1 Corinthians 16:14)

As an inclusive Christian school, Church of the Ascension C.E Primary School aims to create a loving, caring and respectful community, where individuals can flourish spiritually, socially and academically as children of God in a rich learning environment. Our vision is to inspire lifelong learning, whilst encouraging resilience, independence, aspiration and an appreciation of God’s wonderful world.

We believe the six key values which characterise our school are:

- Thankfulness
- Generosity
- Respect
- Forgiveness
- Honesty
- Perseverance

We believe that these core Christian values are fundamental in helping to develop our children into responsible citizens of the future and will allow them to achieve their God-given potential.

Approved by:	Date:
Last reviewed on:	1 st November 2024
Next review due by:	1 st November 2025

Introduction

This plan shows how the Governing Body of Church of the Ascension Primary School aims to increase the accessibility of its 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 effect on his/her ability to carry out normal activities.

The plan considers three areas:

- increasing access for disabled pupils to the school curriculum
- improving access to the physical environment of the school
- improving the delivery of written information to disabled pupils

The School Context

Current range of known disabilities in school

The school has children with a range of learning difficulties and disabilities from all four areas of need, as defined by the Code of Practice:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

There are also children with recognised medical conditions such as epilepsy.

Context of the Plan

1) Increasing the extent to which disabled pupils can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

2) Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms. Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

3) Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign

language. The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

1. Increase the extent to which pupils with disabilities can participate in the curriculum

Current Good Practice

The school currently has a strong focus on inclusion and ensuring all pupils, including those with disabilities, can fully participate in the curriculum. The curriculum covers a wide range of teaching and learning activities, as well as extracurricular clubs and school trips. The school conducts curriculum audits to review patterns of achievement and participation by disabled pupils, and uses this information to identify areas for improvement. Staff work to ensure quality first Adaptive Teaching meets the needs of all pupils, enabling them to access the full curriculum.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
To ensure that all educational visits and after school clubs are available to all pupils	<ul style="list-style-type: none"> • Review current provision of educational visits and after school clubs to identify any barriers to participation for disabled pupils • Consult with disabled pupils and their families to understand their needs and preferences • Develop an action plan to make reasonable adjustments to visits and clubs to improve accessibility • Provide staff training on inclusive practice for educational visits and extracurricular activities 	<ul style="list-style-type: none"> • All educational visits and after school clubs are accessible to disabled pupils • Increased participation rates of disabled pupils in educational visits and after school clubs • Positive feedback from disabled pupils and their families about the accessibility of provision 	SENCo Educational Visits Coordinator Inclusion Lead	Within 1 academic year

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
To ensure quality first Adaptive Teaching meets the needs of all pupils, so that they can access the full curriculum	<ul style="list-style-type: none"> • Conduct a curriculum audit to identify areas where disabled pupils may be experiencing barriers to participation • Provide targeted training for teachers and teaching assistants on Adaptive Teaching strategies to support disabled pupils • Monitor the implementation of Adaptive Teaching strategies through lesson observations and work scrutiny • Regularly review and refine Adaptive Teaching approaches based on pupil progress data and feedback 	<ul style="list-style-type: none"> • All teachers demonstrate effective use of Adaptive Teaching strategies to support disabled pupils • Disabled pupils make at least expected progress across the curriculum • Feedback from disabled pupils and their families indicates they are able to fully access the curriculum 	Curriculum Leads SENCo Senior Leadership Team	Ongoing, with review at the end of each term
To facilitate improved access to the curriculum by ensuring that writing becomes an automatic process, thus enabling thinking, reasoning and creativity to become more efficient	<ul style="list-style-type: none"> • Conduct an audit of current writing provision, including the use of assistive technology and other reasonable adjustments • Provide targeted support and training for teachers on strategies to develop automatic writing skills for disabled pupils, including the use of assistive technology • Monitor the impact of these strategies through work scrutiny and pupil progress meetings • Ensure all disabled pupils have access to appropriate assistive technology and receive training on its use 	<ul style="list-style-type: none"> • Disabled pupils demonstrate improved automaticity in writing, enabling them to focus more on higher-order thinking and creativity • Disabled pupils make accelerated progress in writing compared to previous years • Feedback from disabled pupils and their families indicates increased confidence and engagement in writing activities 	Literacy Lead SENCo Computing Lead	Within 1 academic year, with ongoing review and refinement

2. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Current Good Practice

The school has made good progress in ensuring the physical environment is accessible for pupils with disabilities. This includes providing ramps, widened doorways, and adjustable furniture to support pupils with physical disabilities. The school also monitors the hearing and visual environment in classrooms to support pupils with hearing and visual impairments. However, the school recognises that further improvements are needed to fully meet the needs of all pupils with disabilities.

Objectives and Action Plan

Objective	Actions to be Taken	Success Criteria	Person Responsible	Timeframe
To ensure that recommended aids, adaptations and software which will aid the learning of pupils with SEND are available, as appropriate	<ul style="list-style-type: none"> - Conduct an audit of current provision of aids and adaptations for pupils with SEND - Identify any additional aids, adaptations or software that would benefit pupils with SEND - Allocate funding and resources to purchase necessary equipment - Provide training for staff on the use of new aids and adaptations 	<ul style="list-style-type: none"> - All necessary aids, adaptations and software are available and in use by pupils with SEND - Feedback from pupils, parents and staff indicates the new equipment is effectively supporting learning 	SENCO + SLT	Within 1 academic year
To be aware of the access needs of parents/carers, staff, governors and regular visitors to the school	<ul style="list-style-type: none"> - Conduct a survey to identify the access needs of parents/carers, staff, governors and regular visitors - Implement reasonable adjustments to the physical environment based on the survey findings - Ensure all visitors are made aware of the school's accessibility arrangements 	<ul style="list-style-type: none"> - Survey response rate of at least 80% - Feedback indicates the physical environment meets the access needs of the school community - Accessibility information is clearly communicated to all visitors 	Headteacher	Within 1 academic year
To be aware of the access needs of new pupils before they enter the school, so that appropriate adaptations can be made to the school environment	<ul style="list-style-type: none"> - Establish a robust transition process to gather information about the access needs of new pupils - Allocate funding and resources to make necessary adaptations to the school environment prior to new pupils starting 	<ul style="list-style-type: none"> - All necessary adaptations to the school environment are completed before new pupils start - Feedback from new pupils and their 	SENCO + SLT	Ongoing, before each new intake

Objective	Actions to be Taken	Success Criteria	Person Responsible	Timeframe
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	<ul style="list-style-type: none"> - Communicate the school's accessibility arrangements to parents/carers of new pupils - Conduct regular audits of the acoustic and lighting conditions in all classrooms - Implement adjustments to improve the hearing and visual environment, such as installing acoustic panels or adjusting lighting - Provide training for staff on supporting pupils with hearing and visual impairments 	<ul style="list-style-type: none"> parents/carers indicates the school environment meets their access needs - Audit findings demonstrate the hearing and visual environment in classrooms meets the needs of hearing and visually impaired pupils - Feedback from pupils, parents and staff indicates the classroom environment is supporting the learning of hearing and visually impaired pupils 	Site Manager, Termly SENCO	

3. Improve the availability of accessible information to pupils with disabilities

Current Good Practice

The school provides written information that is normally provided to pupils available in alternative formats to meet the needs of disabled pupils and parents. This includes providing handouts, textbooks, and information about school events in formats that take account of pupils' disabilities and their preferred formats. The school aims to make this information available within a reasonable timeframe.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Be aware of parents who may need information presented in an alternative format or language	<ul style="list-style-type: none"> - Conduct a survey of parents to identify any needs for alternative formats or languages - Maintain a register of parents who require information in alternative formats or languages 	<ul style="list-style-type: none"> - Survey completed with 100% parent response rate - Register of parents with 	SENCO	Term 1

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Ensure worksheets and other printed material used in the classroom are adapted to meet individual needs	<ul style="list-style-type: none"> - Review all core curriculum resources and worksheets to identify any that require adaptation - Work with teachers to adapt resources, incorporating features such as larger font, simplified language, visual supports, etc. - Provide training for teachers on adapting resources and materials for disabled pupils 	<p>alternative format/language needs established and regularly updated</p> <ul style="list-style-type: none"> - 100% of core curriculum resources and worksheets reviewed and adapted as needed - All teachers confident in adapting materials to meet individual pupil needs 	SENCO, Curriculum Leads	Terms 2-3
Improve the availability of accessible information for disabled pupils and parents	<ul style="list-style-type: none"> - Audit the school's website and other communication channels to identify any accessibility issues - Implement website accessibility features, such as text-to-speech, high contrast mode, and screen reader compatibility - Ensure all new information published is available in accessible formats (e.g. large print, audio, Braille) 	<ul style="list-style-type: none"> - School website and communication channels fully accessible, as evidenced by an accessibility audit - 100% of new information published available in accessible formats 	Computing lead. SLT	Terms 3-4
Provide training for staff on creating accessible information	<ul style="list-style-type: none"> - Deliver training sessions for all teaching and support staff on producing accessible documents, presentations, and other resources - Develop and distribute a staff guide on creating accessible information 	<ul style="list-style-type: none"> - 100% of teaching and support staff attended training - Staff guide on accessible information created and distributed 	SENCO + SLT	Term 2