Christ Church CE Primary School
Streatham

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| **Policy Type:** | Non – prescribed |
| **Approval Body:** | LGB |
| **Approval Date:** | Pending LGB approval |
| **Review Date:** | October 2028 |

# Accessibility Plan

## Introduction

This Accessibility Plan is drawn up in compliance with the Equality Act 2010. It identifies the school's arrangements to:

- Increase access to the curriculum for pupils with disabilities.
- Improve the physical environment to increase access for pupils with disabilities.
- Improve the delivery of information to pupils with disabilities.
- The plan will be reviewed every three years (or sooner if required) and is published on the school website.

## Aims

- To ensure equality of opportunity for all pupils, staff, parents, and visitors.
- To identify and remove barriers that prevent pupils with disabilities from fully participating in school life.
- To promote positive attitudes towards diversity and inclusion.

## Action Plan

| Increasing Access to the Curriculum | | | | |
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| **Objective** | **Action Steps** | **Responsible** | **Timescale** | **Success Criteria** |
| Ensure all lessons are accessible for pupils with disabilities | • Audit classroom layouts and teaching approaches for accessibility.<br>• Provide training on adaptive teaching and reasonable adjustments.<br>• Adapt materials (e.g. font size, visuals, equipment) as needed.<br>• Seek advice from specialists when appropriate. | SENDCo / SLT | Ongoing | • All pupils fully participate in lessons.<br>• Lesson observations show inclusive practice.<br>• Positive feedback from pupils and parents. |
| Provide appropriate support and resources | • Identify individual needs through assessments and profiles.<br>• Supply assistive technology and adapted equipment (e.g. reading pens).<br>• Review and update resources regularly.<br>• Liaise with external agencies for specialist input. | SENDCo / Class Teachers / Support Staff | Within 12 months | • Pupils access effective learning tools.<br>• Resources used consistently.<br>• Improved independence and engagement. |
| Increase staff capacity to meet complex needs | • Identify training needs via appraisal and pupil reviews.<br>• Deliver targeted CPD (e.g. SEMH, ASD, medical needs).<br>• Cascade strategies and share best practice across staff. | SENDCo / SALT | Ongoing | • Increased staff confidence and competence.<br>• Strategies evident in classrooms.<br>• Positive staff and parent feedback. |
| Ensure all pupils access learning through scaffolds and adaptation | • Adapt planning and resources to meet individual needs.<br>• Use differentiated materials and scaffolds.<br>• Monitor progress of SEND and vulnerable pupils. | Class Teachers / SENDCo | Termly | • All pupils access learning at an appropriate level.<br>• Lesson evidence shows effective adaptation.<br>• Narrowing attainment gaps. |
| Deliver EHCP-targeted provision through the Nest | • Plan and deliver interventions linked to EHCP outcomes.<br>• Review progress half-termly with teachers and parents.<br>• Record progress against targets. | SENDCo / Class Teachers | Ongoing (Half-termly review) | • EHCP targets met or progressing well.<br>• Improved engagement and regulation.<br>• Positive parental and agency feedback. |
| Identify and support Speech & Language needs using assessment | • Assess Reception pupils· speech and language needs.<br>• Deliver targeted speech and language support.<br>• Monitor progress and adjust provision. | Reception Teacher / SENDCo / Support Staff | Baseline + intervention cycles | • Early S&L needs identified.<br>• Evident improvement in communication.<br>• Reduced external referrals over time. |
| Embed sensory support across the school | • Identify pupils requiring sensory input.<br>• Deliver daily sensory circuits.<br>• Provide access to fidget tools and sensory spaces.<br>• Train staff in consistent sensory strategies. | SENDCo / Class Teachers / Support Staff | Implement and review half-termly | • Improved pupil regulation and focus.<br>• Fewer behaviour incidents.<br>• Consistent sensory practice across classes. |

| Improving the Physical Environment | | | | |
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| **Objective** | **Action Steps** | **Responsible** | **Timescale** | **Success Criteria** |
| Ensure step-free access to all used areas of the site | • Review step-free access across the site and the use of building/ | Facilities Manager / SLT | Ongoing Within 12 months | • Pupils/visitors with mobility needs access all areas of used parts of the building |
| **Improving the Delivery of Information** | | | | |
| **Objective** | **Action Steps** | **Responsible** | **Timescale** | **Success Criteria** |
| Ensure information is available in accessible formats | • Provide large print versions of communication on request | Office Manager | Ongoing | • Parents report improved access to information |
| Ensure access to translation tools during face-to-face meetings | • Online translation tools used during meetings | SENDCO | Ongoing | • Parents access meetings and act on support strategies outlined in meetings |
| Improve accessibility of digital communication | • Review school website for compliance with accessibility standards (WCAG 2.1)<br>• Review digital communication tools | Facilities Manager / Office Manager | Within 12 months | • Website meets accessibility requirements<br>• Digital communication tools meet needs eg. toggle for translation tool. |

## Monitoring and Review

- Progress will be reported in the Headteacher's Report to Governors.
- The plan will be fully reviewed every three years.