

Christ Church NW1

Accessibility Plan



September 2023

Vision and Values



The Christian faith is at the heart of our school community.

At Christ Church we all care, learn and work together for God and others.

'For we are all God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do'. Ephesians 2:10

Our Christian Values are

Creation, Community, Endurance, Thankfulness, Reconciliation, Wisdom

The distinctive nature of our approach to education can be found in our explicit Christian values, our collective worship, our grounded Christian ethos, our carefully crafted curriculum and in our Religious Education.

We aim to provide ambitious learning opportunities, promoting achievement in every area and nurturing social, emotional and spiritual well-being.

We actively promote the children's cultural capital (defined as the acquisition of skills and knowledge, which an individual can draw on to give them an advantage in life). We will introduce them to strong role models who will impart their knowledge and wisdom to help the children engender an appreciation of human creativity and achievement and to become responsible local and global citizens.

Character and resilience are the qualities we promote within our children, developing the inner resources that we call on to help us in life. We instil these qualities in our children to make sure that they are ready to make their way in the world as robust, confident and inquisitive individuals.

We know that confidence, knowledge and skills will help them to become compassionate and well-balanced young people. We want them to take their place in society as active citizens, economically independent, exemplifying the British values of equality, mutual respect, democracy, individual liberty and rule of law.

We use our six Christian values, Creation, Wisdom, Thankfulness, Community Endurance and Reconciliation, to reinforce and enrich our teaching wherever applicable.

- **Creation**

For every house is built by someone, but God is the builder of everything. Hebrews 3:4

- **Wisdom**

For the LORD gives wisdom; from his mouth come knowledge and understanding. Proverbs 2:6

- **Thankfulness**

Give thanks to the LORD, for he is good; his love endures forever. 1 Chronicles 16:34

- **Community**

My command is this: Love each other as I have loved you. John 15:12

- **Endurance**

Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up. Galatians 6:9

- **Reconciliation**

Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. Colossians 3:13

Our vision is inclusive and seeks to promote the whole child thrive within our Christ Church family.

Each member of our Christ church family; children, parents and staff are valued as God's creation. We believe in full inclusion and acceptance of all and that this allows every individual to flourish.



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Date: September 2023

FGB Approved: 10/10/23

Review date: September 2025

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

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.

Our Christian values and vision incorporate the principles of valuing and including every pupil and enabling them to flourish.

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.

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 included a range of stakeholders in the development of this accessibility plan, including pupils, staff, governors and parents.

2. 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 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.

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.

3. Action plan

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

Areas of embedded good practice at Christ Church:

The governors and staff of Christ Church are committed to the inclusion of all students with special educational needs and disabilities in the full life of the school, with equal access to a broad and balanced curriculum.

This is supported through:

- Regular meetings to share information and good practice with all staff which will inform their work with disabled students. Eg. Fragile list, updates in Wednesday briefing
- Ongoing focus and training within the school on developing quality first teaching which is inclusive for all students.
- Staff and governors are made aware of their responsibilities and requirements under legislation
- Enhanced access provided by effective deployment of teaching assistants and learning mentors.
- Adaptations to the curriculum that enhance inclusion, including focused intervention groups, personalised curriculums for the students with the most complex needs and specialist support from external professionals

Physical Environment:

- The school site fully DDA compliant
- Corridors are wide and spacious
- There are disabled toilets in both ends of the school
- There is a hygiene/medical room for students who may require personal care
- There are adequate disabled changing facilities
- The main hall is fully accessible with designated wheelchair spaces
- There is a designated drop off area outside of the school building which can be used by disabled parent or pupils

In addition, we address access needs for students with disabilities through a variety of other methods:

- providing suitable transport for school trips or off-site activities
- providing alternative activities for disabled students who could otherwise not fully engage in particular activities e.g. Sports Day
- when planning school trips we ensure that all students have the opportunity to participate in school visits irrespective of attainment or impairment

- we ensure that teaching assistants are trained to support students with disabilities, including moving and handling

Improving the delivery to disabled students of information that is provided in writing for students who are not disabled

As an inclusive school, Christ Church makes every effort to ensure that students and parents with disabilities have full access to all relevant information.

This is achieved through:

- Termly face to face Structured Conversation meetings with parents at which interpreters, including for British Sign Language, are present
- Coffee mornings and teaching sessions are arranged to ensure that parents understand all key school information
- Enlarged texts and interactive whiteboard slides are provided for students with visual impairments
- Carefully considered seating plans to support students with visual and hearing impairments

ACTION PLAN

Action	Lead Staff	Resources	Evidence of Impact	Monitoring	Timescale
Access to the curriculum					
<ul style="list-style-type: none"> • Develop expertise in supporting students with mental health needs to fully access the curriculum 	Amy	Place2be school mentor School nursing team Assessment Hub	Early identification of possible mental health issues Staff confident in referring students to the correct level of intervention Students will not reach crisis point before being identified for support Reduced absence rate/dropout rate	Place2be referrals – type and frequency SENCO supervision of CAMHS in school Attendance data Progress data Student surveys	Ongoing
<ul style="list-style-type: none"> • Ensure that students with complex medical needs are not 	Amy	Attendance register	Pupils will be given opportunity to ‘catch up’ on key points missed with their LSA Pupils with complex needs will make progress	Attendance data Progress data	Ongoing

disadvantaged in accessing the curriculum through either their absence or the impact of their health on learning					
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Action	Lead Staff	Resources	Evidence of Impact	Monitoring	Timescale
Access to Information					
<ul style="list-style-type: none"> Extend number of eBooks and talking books in the school library 	Amy/Becki	Ebooks Talking books	Pupils with disabilities will have a wider range of books to choose from.	Literacy book audit	Summer
<ul style="list-style-type: none"> Ensure that parents have equal opportunity to access information from school by highlighting that larger print text is available on request 	Amy	Large print text Inform parents through newsletter and website Interpreters for those who need BSL for meetings.	Parents who require a larger print text will have access to this.	Newsletters and website	Ongoing
<ul style="list-style-type: none"> Fully embed Makaton signing and use across school signage. 	Amy	Assemblies Sign posters Welcome video on website	Makaton will be more widely used across the school. Parents who use BSL will be welcomed to the school through the website BSL	Assemblies Posters Website	Ongoing

<ul style="list-style-type: none"> • Weekly lessons in an assembly • Increased signage around school • Makaton sign on newsletter • BSL welcome video on school website. 			video.		
Physical Access					
• Invite OT to review the accessibility audit and make any changes.	Amy	Eve Pearl	Actions from the accessibility audit will be prioritised in consultation with Eve.	Accessibility audit	Ongoing
Consult with pupils/students with SEND regarding the accessibility of classrooms, toilets and changing facilities – TAs will chat to pupils about their experiences of using these areas. TA will feed back to SENCO.	Amy	Meeting support staff to discuss ways to gather SEND pupil feedback.	SEND pupils will be positive about their experiences of accessibility around the school. Any issues that arise through this consultation will be dealt with swiftly.	Pupil voice feedback	Spring
Investigate acoustic barriers for playground. Investigate ramp for cabin.	Amy	Investigate possible resources for improving playground acoustics and cabin access.	Acoustics in the playground will be improved. All SEND pupils will have access to the cabin.	Through accessibility audit at end of year.	Ongoing

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCO and the Governing Body,

It will be approved by the Full Governing Board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy