

CHURCHFIELDS, THE VILLAGE SCHOOL

ACCESSIBILITY PLAN

Current Policy Approval Date:	Autumn 2019
Review Date:	Autumn 2022

[Ephesians 2:10](#)

For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Churchfields, the Village School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school through this plan, and the **Policies** in force within the school.
3. The Accessibility Plan will be drawn up to cover a three year period.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **Physical Environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase **Curriculum Access** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **Resources**, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of **Communications** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
6. The Plan will be monitored through the Curriculum Committee of the Governors.
7. The Plan will be monitored by Ofsted as part of their inspection cycle.
8. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

ACCESSIBILITY PLAN

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
<p>Curriculum Access:</p> <p>Ensure access to computer technology appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> ☑ Review computer/iPad software and add to provision map. ☑ Use programmes as part of Provision map or IEP provision as required. 	As required – unless needs of pupils in school require immediate action.	SEN budget/Pupil Premium budget	All Teachers and TAs	SENCO	Access to appropriate computer/iPad technology will be improved for all disabled pupils.
<p>Curriculum Access & Resources:</p> <p>Reflect identified areas of need in lesson planning and delivery.</p>	<ul style="list-style-type: none"> ☑ Incorporate quality first teaching into all planning that meets the needs of all learners. ☑ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school. ☑ Purchase of resources to increase student participation. 	Ongoing	SEN budget	All staff	SENCo Governors	Improved access to curriculum for all pupils.
<p>Curriculum Access:</p> <p>Monitor student participation in school activities.</p>	<ul style="list-style-type: none"> ☑ Promote awareness of the rights of the child amongst staff and pupils. ☑ Ensure school activities are accessible to all students. 	Ongoing	SEN budget/Pupil Premium budget	All staff Governors	HT Governors	Increased participation in school life for students with disabilities.
<p>Policies:</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> ☑ Consider all policies in view of DDA priorities. 	Ongoing	n/a	Governors	Governors	Access to all aspects of school life for all students.

<p>Policies:</p> <p>Ensure that access to school buildings and site on both bases can meet diverse pupil needs.</p>	<ul style="list-style-type: none"> ☑Accessibility and clarity of signs around school. ☑Awareness of independent access. ☑Children with disabilities considered in all building alterations 	Ongoing	Capital budget	HT	Governors	Access to school buildings and site improved.
<p>Physical Environment:</p> <p>Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs and actions for future improvements.</p>	<ul style="list-style-type: none"> ☑Plan classrooms in accordance with pupil need. ☑Organise resources within classrooms to reflect student need. ☑Incorporate accessibility into any proposed structural alternatives. ☑Provide quiet areas within school where practical. ☑Think beyond the ramp. Look at accessibility in all areas of school life. 	Ongoing	Capital budget	Premises Governors	Governors	Appropriate use of resources for diverse needs of pupils with disabilities.
<p>Communications:</p> <p>Availability of newsletters and school documents in alternative formats.</p>	<ul style="list-style-type: none"> ☑Large print and audio formats to be made available if required (including within SATs). ☑Home / School liaison via normal SEN channels for students and ASD spectrum and students with communication difficulties. 			Admin Team Teachers and SENCo	Governors	Information to pupils with disabilities and parents / carers will be improved.