



**Policy Number SEND1**

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## **ACCESSIBILITY PLAN**

**Produced by Childwall Church of England Primary School**

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### **Our Mission Statement**

“And the child grew and became strong; He was full of wisdom and God’s blessings were upon Him.” (Luke 2:40)

### **Our Vision**

We strive, with God’s grace, to enable every child to grow academically, socially, morally, spiritually and culturally in the knowledge they are loved by God and are safe and valued within our school community. Our core Christian values are woven throughout our curriculum and wider school ethos to fully prepare each of our children to achieve the highest holistic outcomes.

Our mission statement, “And the child grew and became strong...” (Luke 2:40) embodies our vision and commitment to equip children with the values and tools to enable them to thrive and flourish, embracing both success and challenge, prepared for “life in all its fullness.” (John 10:10)

### **DOCUMENT STATUS**

<b>Version</b>	<b>Date</b>	<b>Action</b>
Version 1	23/05/2019	Updated and newly formatted Policy agreed by Premises Committee
	17/05/2022	Reviewed & agreed by Premises Committee
Review Period	3 yearly	
Review Date	May 2025	

**1. Statement of Intent**

- 1.1 The aim of this policy is to ensure compliance with the Equality Act 2010.

**2. Aims**

- 2.1 Schools are required under the Equality Act 2010 to have an accessibility plan.
- 2.2 The purpose of the plan is to:
- 2.2.1 Increase the extent to which pupils with a disability can participate in the curriculum
  - 2.2.2 Improve the physical environment of the school to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided
  - 2.2.3 Improve the availability of accessible information to pupils with a disability
- 2.3 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.
- 2.4 Childwall CE Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, cooperation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential.
- 2.5 At Childwall CE Primary School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barrier to access, participation, progression, attainment and achievement.
- 2.6 The plan will be made available online on the school website, and paper copies are available upon request.
- 2.7 Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 2.8 The school supports any available partnerships to develop and implement the plan.
- 2.9 Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.
- 2.10 We have included a range of stakeholders in the development of this accessibility plan, including SENDCo, SEND Link Governor, pupils, parents, staff and governors of the school.

**3. Legislation & Guidance**

- 3.1 This policy 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.

- 3.2 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.
- 3.3 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 including, but not limited to, asthma, diabetes, epilepsy and cancer.
- 3.4 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 disability faces in comparison with pupils without disability. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

#### 4. **Action Plan**

- 4.1 The action plan, Appendix 1, sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

#### 5. **Monitoring Arrangements**

- 5.1 This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.
- 5.2 It will be approved by the Premises Committee of the Governing Body.

#### 6. **Links with other Policies**

- 6.1 This premises management policy is linked to:
  - 6.1.1 Equality Information & Objectives
  - 6.1.2 Health & Safety Policy
  - 6.1.3 Risk Assessment Policy
  - 6.1.4 Special Educational Needs (SEN) Information Report
  - 6.1.5 Supporting Pupils with Medical Conditions Policy

## Appendix 1 – Action Plan

### Aim 1 – To increase the extent to which pupils with disabilities can participate in the school curriculum.

Short Term & Ongoing				
Targets	Strategies	Timescale	Responsible	Success Criteria
To liaise with Nursery providers and parents/ carers to review needs for intake for future cohorts	To identify pupils who may need additional to or different provision for future intakes	Each intake Each In Year Transfer	SENDCo EYFS/ Y1 Phase Lead	Adjustments, procedures, equipment, ideas set in place by September for that intake (or as soon thereafter as need becomes apparent)
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing as policies are created/reviewed	SENDCo Headteacher School Business Manager Governors	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents/ carers	To ensure collaboration and sharing between school and families	Ongoing	Headteacher All Teachers (and other staff where appropriate)	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with ongoing health needs e.g. Children with severe asthma, epilepsy or mobility issues	To ensure collaboration between all key personnel	Ongoing	SENDCo	Clear collaborative working approach

To ensure full access to the curriculum for all children	<p>A differentiated, appropriately scaffolded curriculum with alternative curriculum or access offered</p> <p>A range of support staff including trained LSAs; particularly in management of children with EBD and/or trauma and attachment needs</p> <p>Multimedia activities to support most curriculum areas</p> <p>Use of interactive ICT equipment and other resources to enhance curriculum access/understanding</p> <p>Specific equipment sourced from occupational therapy or other outside agencies</p> <p>Lunch time and play time facilities and clubs for those children who struggle to engage cooperatively at unstructured times</p>	Ongoing	SENDCo Teachers Other staff as appropriate	<p>Advice taken and strategies evident in classroom practice</p> <p>Structured, relevant CPD</p> <p>All children supported and accessing curriculum</p>
<b>Medium Term</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsible</b>	<b>Success Criteria</b>
To finely review attainment of all SEND pupils	<p>SENDCo &amp; Class teacher meetings</p> <p>Pupil progress meetings</p> <p>Scrutiny of assessment system</p>	Termly	<p>SENDCo</p> <p>Headteacher</p> <p>Class teachers</p> <p>LSAs to contribute</p>	Progress made towards Pupil Profile targets

	Effective, relevant Pupil Profiles, shared with all stakeholders Regular liaison with parents/ carers			Provision mapping shows clear steps and progress made
<p>To promote the involvement of pupils with disabilities in classroom discussions/ activities</p> <p>To take account of variety of learning styles and individual need when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate):</p> <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Screen magnifier software for the visually impaired</li> <li>• Features such as sticky keys and filter keys to aid disabled users in using a keyboard</li> <li>• Giving alternatives to enable pupils with disabilities to participate successfully in lessons</li> <li>• Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of people with disabilities</li> <li>• Working closely with Childwall Abbey High School, welcoming older pupils with disabilities as role models within school</li> </ul>	Ongoing	Whole School	Variety of learning styles and multi-sensory activities and resources evident in planning and in the classrooms
<b>Long Term</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsible</b>	<b>Success Criteria</b>

SEND Governor & SENDCo to review SEND provision	Learning Walks Monitoring and review of Pupil Profiles Pupil Voice	Termly	SENDCo SEND Governor	Inclusive provision with all children engaged
To evaluate and review the above term targets annually		Annually	Senior Leadership Team SENDCo Governors	All children making good progress from starting points and appropriately supported
To deliver findings to the Governing Body	Premises Committee Standards & Quality Committee	Annually	Headteacher SENDCo SEND Governor	Governors fully informed about SEND provision and progress

**Aim 2 – To improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.**

<b>Short Term &amp; Ongoing</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsible</b>	<b>Success Criteria</b>
Improve physical aspects of school environment	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings	Ongoing	Headteacher School Business Manager Premises Committee Finance Committee	Enabling needs to be met where possible
Develop sensory room as an appropriate regulatory space for the varying self-regulation needs of individual identified pupils (and, if appropriate, adults)	<ul style="list-style-type: none"> <li>• Work closely with Evoke to set up initial room space</li> <li>• Work with a range of partners (within and external to school) with experience of individual pupils' needs relating to disabilities, trauma, SEMH priorities</li> </ul>	Summer 2022 and ongoing	SENDCo Inclusion team SLT Class teachers LSAs to contribute (particularly if working 1 to 1) Other agencies/therapists	Space becomes recognised and effective as a place where children know they can go to access the sensory support to self-regulate; Staff become increasingly skilled and confident in supporting children to regulate sensory overload and emotions
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas	Ongoing	Teachers LSAs	Lively and inviting environment maintained; Working environment that stimulates and supports learning, mindful of the



				varying sensory needs of different pupils
Ensuring all with a disability are able to be involved	<p>Create access plans for individual children with disabilities as part of Pupil Profile process</p> <p>Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.</p> <p>Include questions in the confidential pupil information questionnaire about parents/ carers' access needs and ensure they are met in all events</p>	With immediate effect, to be constantly reviewed	Teachers LSAs Headteacher & SLT School Business Manager	Enabling needs to be met where possible
To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent/ carer interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed	With immediate effect to be constantly reviewed	Head Teacher School Business Manager SENDCo School Nurse Other agencies as applicable	Medical needs of all pupils are fully met
Ensuring parents/ carers with disabilities have every opportunity to be involved	<p>Adopt a more proactive approach to identifying the access requirements of parents/ carers with disabilities</p> <p>If required: Utilise disabled parking spaces for parents/ carers with disabilities to drop off &amp; collect children</p>	With immediate effect to be constantly reviewed	Whole School	To ensure that parents/ carers with disabilities are not discriminated against and are encouraged to take interest and be involved in their child's education

	<p>Arrange interpreters from the RNID to communicate with parents/ carers with hearing difficulties</p> <p>Offer a telephone call to explain letters home for some parents/ carers who need this</p>			
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### Medium Term

Targets	Strategies	Timescale	Responsible	Success Criteria
To improve community links	<p>School to continue to have strong links with Childwall Abbey</p> <p>To continue participation for children with disabilities in external sporting events (LSP Festivals)</p>	Ongoing	Headteacher/SLT School Business Manager PE Co-ordinator SENDCo	<p>Improved awareness of disabilities/ the wider community of Liverpool and the world and their needs</p> <p>Community cohesion</p>

### Long Term

Targets	Strategies	Timescale	Responsible	Success Criteria
All areas of school to be meet the needs of all pupils	<p>Ramp exits from fire exits</p> <p>Differentiated skirting boards and door frames responsive to visual need</p>	Completed throughout school; ensure upkeep	Headteacher School Business Manager Premises Committee WAND Consultancy	Enabling needs to be met where possible

Continue to develop playgrounds and facilities	Look for funding opportunities Playground areas developed responsive to need/interest eg) sensory areas; sports; gardening	2022-25	Headteacher School Business Manager Site Manager SENDCo	Inclusive child-friendly play areas
To ensure driveway, roads, paths around school are as safe as possible	<p>Communication with parents/ carers via safety messages, letters, walk to school week</p> <p>Working with other organisations – council, local councillor, PCSOs, local residents to enhance safety relating to parking</p> <p>Participation in events such as Sustrans Big Pedal and ongoing encouragement for alternative travel options to driving</p> <p>Bikeability for Year 5/6 children</p>	Ongoing	Headteacher School Business Manager Governors PSHE Lead	No accidents or near misses

**Aim 3 – To improve the availability of accessible information to pupils and parents with disabilities.**

<b>Short Term &amp; Ongoing</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsible</b>	<b>Success Criteria</b>
To ensure all children have access to the curriculum	Regular communication with parents/ carers  Individualised multi-sensory teaching strategies used for children if required	Ongoing	SLT SENDCo Teachers LSAs	All children able to access curriculum
To enable improved access to written information for pupils, parents and visitors	Relevant staff to wear visual aid prompt cards  Raising awareness of font size and page layouts to support pupils with visual impairments  Auditing the school library to ensure the availability of large font and easy read texts  Auditing signage around the school to ensure that is accessible to all  Offer a telephone call home to explain letters home for some parents/ carers who need this  Engage support of EMTAS for translation if/when required	Ongoing	SLT SENDCo Teachers LSAs English Subject Leader	Access for all to written information

Medium Term				
Targets	Strategies	Timescale	Responsible	Success Criteria
To review children's records ensuring school's awareness of any disabilities	<p>Information collected about new children and if applicable parents/ carers</p> <p>Records passed up and discussed with each class teacher during SEND transition meetings</p> <p>End of year class teacher meetings - transition</p> <p>EHCP annual reviews</p> <p>Pupil Profile meetings</p> <p>SIMS information updated continuously as required</p> <p>Personal health plans</p> <p>Significant health problems – information and photographs to be kept in separate file in medical room</p> <p>Catering staff aware of any relevant needs, allergies, etc.</p>	Annually (or more frequently as required)	<p>SENDCo</p> <p>Class Teachers</p> <p>Administrative Assistant</p>	<p>Each teacher/ staff member aware of disabilities of children in their classes</p> <p>Children thrive within school</p> <p>No incidents of food reactions</p>

Long Term				
Targets	Strategies	Timescale	Responsible	Success Criteria
In school record system to be reviewed and improved where necessary	<p>Record keeping system to be reviewed and improved as opportunities/ needs arise</p> <p>Records accessible to all who need/ are entitled to access</p>	Continual review and improvement	Headteacher School Business Manager Administrative Assistant	<p>Effective communication of information about disabilities throughout school</p> <p>3 contacts held for every child</p>