



Christ Church CE VC Primary School

**“Together we learn - Together we grow - Together we flourish”**

*Some seeds fell on good earth and produced a harvest beyond wildest dreams.  
Matthew 13:8*

## **Accessibility Plan 2022-2025**

**Date ratified:**

**Ratified by:** Governing Body

**Review date:** December 2025



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## 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.

The school's approach to equality, diversity and inclusion is set out in our PSED (Public Sector Equality Duty) and Equality Objectives document which can be found on our website.

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.

This plan aligns with the approach taken by Wiltshire Council.

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 staff and governors.

## 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.

#### Strand 1: Increase access to the curriculum for pupils with a disability

Intent 1: **Continue to develop staff knowledge of strategies to support children with Autism Spectrum Disorders (ASD).**

Implementation	Resources Needed	Cost/Budget	By Who	2022/23	2023/24	2024/25	Milestones/success criteria	
1.1	Staff training on identification and recognition of ASD.	Training package from Springfield School	£400 SEND	NW (SENDCo)	To commence training Term 3	To develop	To consolidate	All staff will be able to support the needs of children who are autistic.

Intent 2: **Work towards being awarded the Dyslexia Friendly Quality Mark.**

	Implementation	Resources Needed	Cost	By Who	2022/23	2023/24	2024/25	Milestones/success criteria
2.1	Deepen teachers and teaching assistants knowledge of the presentation of dyslexia.	Wiltshire SENS BDA	SEND	NW (SENDCo)	Term 4	To consolidate	Revisit	All teaching and teaching support staff can identify traits of dyslexia.
2.2	Implement effective screening for dyslexia.	Wiltshire SENS BDA	SEND	NW (SENDCo) SpLD TA TAs	Term 4	Screening routine		Routine screening established at fixed points or upon initial concern.
2.3	Further implementation of strategies that support children with dyslexia.	Wiltshire SENS BDA	SEND	NW (SENDCo) Teachers	Term 6	Classroom set up	To consolidate	Classrooms reflect best practice to support learners with dyslexia.

Intent 3: **Broaden the knowledge base of practitioners to support children with SaLT.**

	<b>Implementation</b>	<b>Resources Needed</b>	<b>Cost</b>	<b>By Who</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>Milestones/success criteria</b>
<b>3.1</b>	Refresh base knowledge of the needs of children with SaLT for all teaching staff.	Wiltshire SENS HCRG Care Group	SEND	NW (SENDCo)	Term 6	To consolidate	Revisit	
<b>3.2</b>	Develop knowledge of identification of children with SaLT in EYFS and KS1.	Wiltshire SENS HCRG Care Group	SEND	NW (SENDCo) Class teachers/TAs in EYFS & KS1	Term 6	To consolidate	Revisit	Routine screening established.
<b>3.3</b>	Target training of key teaching assistants in order for them to deliver SaLT targets.	Wiltshire SENS HCRG Care Group SALT therapist	SEND	NW (SENDCo) SALT TA TAs	Term 6	To consolidate	Revisit	

**Impact Statement**

<b>2022/23</b>	
<b>2023/24</b>	
<b>2024/25</b>	

## Strand 2: Improving the physical environment

Intent 1: **Implement changes to the environment in response to training and resourcing in Strand 1.**

Implementation		Resources Needed	Cost/Budget	By Who	2022/23	2023/24	2024/25	Milestones/success criteria
1.1	Respond to training and guidance	To be identified as training progresses.			Ongoing	Ongoing	Ongoing	The environment will reflect the best practice from the training, support and guidance from strand 1.

Intent 2: **Ensure site enables independence for children and visitors with a visual impairment.**

	Implementation	Resources Needed	Cost/Budget	By Who	2022/23	2023/24	2024/25	Milestones/success criteria
2.1	Maintenance of site ensuring yellow lines on all edges to support pupils, staff and visitors who have a visual impairment.	Yellow paint	Premises	JD (SBM) KP (caretaker)	To be completed	Maintain	Maintain	All necessary edges and steps will be highlighted with yellow paint to ensure a higher level of visibility for pupils, staff and visitors who may have a visual impairment.
2.2	Ensure signage is accessible to all by researching best practice then installing appropriate signage.	Appropriate signage to support all pupils, staff and visitors.	Premises	JD (SBM) KP (caretaker)	Research	Implement	Review	All signage will be accessible for all pupils, staff and visitors who may have a visual impairment or specific learning difficulty.

**Intent 3: To support effective communication for visitors with a hearing impairment.**

	<b>Implementation</b>	<b>Resources Needed</b>	<b>Cost/Budget</b>	<b>By Who</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>Milestones/success criteria</b>
<b>3.1</b>	Research high quality hearing loop then install at the reception desk.	High quality hearing loop	Premises	JD (SBM) Specialist company	Research	Implement	Review	All visitors who may have a hearing impairment and uses hearing aids will be able to more easily access information from reception.
<b>3.2</b>	Research then install high quality hearing loop in both halls.	High quality hearing loop	Premises	JD (SBM) Specialist company		Research	Implement	All visitors who may have a hearing impairment and uses hearing aids will be able to more easily access plays and performances.

**Intent 4: Ensure the fire alarm system is effective for all independently.**

	<b>Implementation</b>	<b>Resources Needed</b>	<b>Cost/Budget</b>	<b>By Who</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>Milestones/success criteria</b>
<b>4.1</b>	Ensure the music building and bungalow are fitted with an alarm system.	Fire alarm extension	Premises	JD (SBM) Specialist company	Installation			The fire alarm will sound in the music building and bungalow more audibly.
<b>4.2</b>	Install a visual alert throughout the school.	Visual alert connected to the fire alarm system,	Premises	JD (SBM) Specialist company	Research	Install	Review	Everyone will be able to recognize the fire alarm/alert independently.

Impact Statement	
2022/23	
2023/24	
2024/25	

### Strand 3: Improving the delivery of information to disabled pupils.

Intent 1: Implement changes to the delivery of information in response to training and resourcing in Strand 1.

Implementation	Resources Needed	Cost/Budget	By Who	2022/23	2023/24	2024/25	Milestones/success criteria
1.1 Teachers respond to training and guidance from best practice in strand 1.		SEND	NW(SENDCo) Teachers TAs	Ongoing	Ongoing	Ongoing	The delivery of information will reflect the best practice from the training, support and guidance from strand 1.

Intent 2: Have a consistent approach to icons/images across the school.

Implementation	Resources Needed	Cost/Budget	By Who	2022/23	2023/24	2024/25	Milestones/success criteria
2.1 All classrooms use consistent imagery to support delivery of information to pupils with a disability so it can be accessed independently.	Widgit	SEND	NW(SENDCo) Teachers TAs	Implement	Review	Maintain	

<b>Impact Statement</b>	
<b>2022/23</b>	
<b>2023/24</b>	
<b>2024/25</b>	



## **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 SWI committee and the headteacher.

It will be approved by the governing body.

## **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