



CHURCHILL
SCHOOL

Accessibility Policy

Aims:

We are committed to providing a fully 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.

In seeking to enhance opportunities for all pupils to develop their academic and social skills whilst addressing their emotional, physical and moral and spiritual needs the school will:

- Provide a curriculum that is accessible to all pupils
- Provide an environment which is accessible to everyone
- Provide access to information for pupils and parents

Access to the curriculum

Churchill is committed to providing equality of opportunity for all pupils and students. In the context of the curriculum this means that opportunities are given to all regardless of gender, race, ethnicity, religion, age, disability or sexual orientation.

Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies. Teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

Teachers and teaching assistants attend training as appropriate to support specific needs. Teachers work closely with Teaching and Learning Support Assistants and Therapists to address pupils' Education and Health Care Plans and IEP targets and liaise with external support services.

Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources.

Furniture and equipment have been carefully selected as appropriate to the needs of learners with Autism or those with language and communication difficulties.

School visits are made accessible to all children irrespective of difficulties.

We have a clear policy on the administration of medicines, with staff trained to administer epi-pens. Photographs of children with specific medical needs or allergies are taken where there is a care plan in place and these are located in the medical room.

Access to the Environment

The school provides easy access to those in the community who have physical impairments. The main school is all on one level, all parts of the school are available to wheelchair users. The sixth form is accessible by a lift. The school has toilet facilities with wheelchair access and fire doors in internal corridors are held open magnetically.

Pathways of travel around the school site and parking arrangements are safe. There is parking on site which includes disabled spaces. The main school gate is closed during the school day to prevent vehicles entering the site. All social areas are fenced off from the car park by a gate or are sited to the side and rear of the building away from the car park.

Emergency and evacuation procedures are accessible to all. Alarms are auditory and the assembly points are clearly identified throughout the school.

Access to Information for pupils and parents

Our aim is to ensure that every pupil and parent has access to all lesson plans, curriculum information and targeting / outcome grades on every pupil every day, 24 hours per day. In order to achieve this target the following steps have been taken:

1. The school has an App which is updated at least weekly
2. The school's website is kept up to date with relevant information
3. There are additional policies in place which support the dissemination of information such as Freedom of Information.

Review

The policy will be reviewed in line with the school's policy review cycle.

Author Georgina Ellis	Date Summer Term 2019	Frequency of Review Three Yearly
Adopted by the Governing Body Date: Signed	Reviewed Date: Signed	Reviewed Date: Signed

Churchill Accessibility Plan 2019-2022

Improving Curriculum Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
<p>To enhance the CPD programme to ensure all staff are knowledgeable in terms of the needs of pupils and strategies to support them</p>	<p>Staff training requirements are identified through a number of mechanisms including Performance Management, reviews of school data, needs of pupils, policies and procedures and external reviews and accreditations. Training is booked to address needs</p>	<p>All teachers fully meet the requirements of children’s needs with regards to accessing the curriculum</p> <p>Monitored by Headteacher</p>	<p>Continuous</p>	<p>All staff have increased skills and are able to implement a wide range of strategies to facilitate access.</p>
<p>All enrichment activities are planned to ensure the participation of the whole range of pupils</p>	<p>Review of provision</p>	<p>All enrichment activities will be conducted in an inclusive environment and if outside providers are used they will comply with all current and future legislative requirements</p> <p>Monitored by Headteacher</p>	<p>Continuous</p>	<p>Churchill pupils are able to access a whole range of enrichment activities appropriate to their needs.</p>
<p>To ensure classrooms are optimally organised to promote the participation and independence of all pupils</p>	<p>Review layout of furniture and equipment to support the learning process in individual class bases</p>	<p>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils</p> <p>Monitored by Headteacher</p>	<p>Continuous</p>	<p>More time is available for pupils to participate in curriculum activities</p>

<p>To deploy Teaching and Learning Assistants effectively to support pupils' participation</p>	<p>Review needs of pupils within each class and staff accordingly</p> <p>Ensure staff skills are matched to pupil needs</p>	<p>Pupils needs are appropriately met through effective deployment of skilled support staff</p> <p>Monitored by Headteacher and SENCo</p>	<p>Continuous</p>	<p>All pupils are supported to achieve their full potential</p>
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Churchill Accessibility Plan 2019-2022**Improving Environmental Access**

LOCATION	ITEM TO IMPROVE ACCESS	ACTIVITY	TIMEFRAME	Cost (est.) £
Samuel Ward Academy	Improved Signage for Churchill Pupils	Through discussion with pupils identifying where signage is required	Ongoing	£200
Local community	Employment of a life skills co-ordinator to facilitate access to the local area and its facilities	Pupils experience real life opportunities to develop skills independently	From September 2016	£23,000

Churchill Accessibility Plan 2019-2022

Improving Access for Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	Continuous	Delivery of information to disabled pupils and parents improved
Make available school brochures, school newsletters and other information for parents in alternative formats as and when required	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all through hard copy and website	Continuous	Delivery of school information to parents and the local community improved
Improve the information and accessibility of the school website	Review current layout and information with staff and parents as website users	Information on the website is readily available and appropriate.	Continuous	Delivery of relevant information is improved
Raise the awareness of adults working at and for the school on the importance of using a range of communications systems according to individual need	Advice from SALT On-going Performance Management arrangements Training on range of issues such as functional use of language and managing SALT plans Other training as required	Awareness of target group raised	As required	School is more effective in meeting the needs of pupils.