



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 SEN courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' Statement and IEP targets and liaise with specialist and 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, Autistic spectrum disorders 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. There is a register of children with medical needs. Photographs of children with specific medical needs or allergies where there is a care plan in place 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 wheeled chair users and all steps are ramped. The sixth form is accessible by a lift. All teaching blocks have 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 play 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 at present. 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. Statements and Individual Education Plans based on Fisher Family Trust and other hard data available to all pupils and parents
2. Teaching monitoring data available to all parents and pupils
3. The School Based Guarantee that parents and pupil will have access to 'hard' copies within 24 hours
4. The school website will contain all relevant school information, in an accessible format, and will be kept-up-to-date

### Review

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

<b>Author</b>	<b>Date</b>	<b>Frequency of Review</b>
Georgina Ellis	Summer Term 2016	Three Yearly
<b>Adopted by the Governing Body</b>	<b>Reviewed</b>	<b>Reviewed</b>
Date:	Date:	Date:
Signed	Signed	Signed

**Churchill Accessibility Plan 2016-2019**

**Improving Curriculum Access**

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>TIMEFRAME</b>	<b>ACHIEVEMENT</b>
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils and strategies to support them	Staff training requirements identified (Performance Management) and through review of school data, needs of pupils, policies and procedures Training booked to address needs	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum  Monitored by Headteacher	Continuous	Increased access to an appropriate curriculum for all pupils
All enrichment activities are planned to ensure the participation of the whole range of pupils	Review of provision	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  Monitored by Headteacher	Continuous	Churchill pupils are able to access a whole range of enrichment activities
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils  Monitored by Headteacher	Continuous	More time is available for pupils to participate in curriculum activities
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors	Whole school community aware of issues relating to Access  Monitored by Chair of Governors	Continuous	Society will benefit by a more inclusive school and social environment

<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 2016-2019****Improving Environmental Access**

<b>LOCATION</b>	<b>ITEM TO IMPROVE ACCESS</b>	<b>ACTIVITY</b>	<b>TIMEFRAME</b>	<b>Cost (est.) £</b>
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 2016-2019**

**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 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.