

Accessibility Plan



This plan was written in Autumn 2019 and will be reviewed every 3 years by the Headteacher and approved by the Governing Body.

1. This Accessibility Plan has been drawn up in consultation with the pupils, parents, staff and governors of the school and covers the period from September 2019 to September 2022.
2. 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 develop a culture of awareness, tolerance and inclusion.
3. Charles Darwin Community Primary School plans to, over time, and where appropriate to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan contains relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. 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 **aids and equipment**, which may assist these pupils in accessing the curriculum
 - Improve the delivery of **written information** to pupils, staff, parents and visitors for whom English is an additional language or who have disabilities. Examples might include translations, handouts, timetables, books and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. Attached is an Action Plans, relating to these key aspects of accessibility showing how the school will address the priorities identified in the plan.

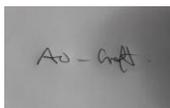
5. The Accessibility Plan should be read in conjunction with the Equalities Objectives Statement.
6. All curriculum policies are deemed appropriate to all pupils.
7. The Plan will be monitored, to assess its impact on the school community via the cycle of work undertaken by the Governing Body.
8. The school will work in partnership with the local education authority Cheshire West and Chester

Signed: G Maguire

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Chair of Governors

Signed: A Croft

A rectangular image showing a handwritten signature in cursive script, which appears to be 'A Croft', on a dark background.

Headteacher

Date: 20/9/19

Possible Accessibility Issue	Current Position/Action	Timescale	Person(s) Involved	Monitoring
Is the curriculum designed to allow equal access?				
Pupil attainment	Data is analysed to ensure progress of all pupils is being made.	Termly pupil progress reviews	Subject leaders / SLT	SLT monitoring each term
Differentiated Curriculum	All teachers provide differentiated planning to meet the needs of all pupils in the classroom	Daily & weekly planning	All class teachers	SLT & subject leaders monitoring in line with whole school monitoring programme
Meeting the needs of pupils with identified special educational needs and/or disabilities	SEND profiles are written for all children for whom it is deemed necessary. Pupil progress meetings discuss progress of SEND pupils	SEND profiles updated termly Tracking of all pupils to identify those in need of support termly	All teachers SENCo	SENCo to monitor SEND profiles and effectiveness of provision with SLT / teachers / TAs
Pupils with English as a second language	Pupils with English as a second language receive differentiated support as appropriate. This could include extra letters and sounds, computer software.	Termly	All teachers EAL lead	Tracking. Pupil Progress meetings EAL tracking
Resources	Provision of appropriate resources to support pupils with access to the curriculum e.g. specific use of IT, use of visual timetables and use of hearing aid to support pupils with hearing impairment	On going according to pupil needs	All teachers to report needs to SENCo	SENCo to monitor resources are in place to support needs of identified pupils
Curriculum Access	All pupils access the full curriculum. To ensure this, adults are used to support targeted pupils & resources are provided as required. Support is given for educational and residential visits as appropriate eg. through deployment of extra adults, support with administration of medicine, modification of activities.	On going as need arises through the year	SENCo /SLT / All staff	Monitored by curriculum leaders in consultation with SENCo

Is the building designed to meet the needs of all pupils?

Building Design	Wheelchair access to the school is provided through all entrances. Accessible disabled toilets for all Visual fire alarm		Site Manager	Site Manager / SLT
Is communication in place to meet the needs of all its community?				
Presentation of information	All classes use a visual timetable. Those pupils with identified SEND have a more detailed / bespoke one. Newsletters for parents are produced in electronic format and emailed with a hard copy if requested. Families for whom English is an additional language receive information in their preferred language.	Daily basis as required As required	All staff Admin	SENCo, SLT Headteacher

Signed: Chair of Governors

Signed: Headteacher

Date: 20/9/19