

Court de Wyck Church School Accessibility Plan

Growing Together, Belonging and Achieving

Everybody in our caring Christian Community inspiring, nurturing and challenging each other to do their best in mind, body and spirit to achieve more than they ever thought possible.

John 10:10 'Life in all its fullness'

Objectives:

The Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Court de Wyck Church School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

"Pupils enjoy attending Court-De-Wyck Church School. They describe the school as a fun and inclusive place to be. Pupils understand how the school's values help them to be respectful, understanding of others, and to never give up. Parents and carers speak highly of ... the provision for pupils with special educational needs and/or disabilities (SEND)."

"Pupils talk confidently about the importance of treating everyone equally."

Ofsted, May 2023

This plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. Increasing the extent to which disabled pupils can participate in the school curriculum.
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
3. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Guidelines:

- This plan shows how Court de Wyck Church School intends, over time, to increase the accessibility of our school for disabled pupils, staff and visitors. It has been drawn up to cover a 3-year period and will be updated annually and monitored by the TLC.
- The school will continue to seek and follow the advice of the BWMAT and North Somerset services, including specialist advisors and appropriate health professionals from local NHS trusts.
- The school will take into account the needs of pupils and visitors with physical difficulties and sensory impairments when planning an undertaking future

improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, facilities and fittings.

Areas of Planning responsibilities:

- Increasing access for disabled pupils to the school curriculum. This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, school visits and school residential trips.
- Improving access to the physical environment of the school. This includes improvements to the physical environment and the use of physical aids to access education.
- Improving the delivery of communication and written information to disabled pupils and their families.

Increasing access for disabled pupils to the school curriculum				
Improving teaching and learning is paramount. Through CPD and self-evaluation we aim to improve staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is our vision to inspire, nurture and challenge every child to do their best in mind, body and spirit to achieve more than they ever thought possible, throughout the curriculum.				
Aim	Actions	Timescale	Person responsible	Success Criteria
Increased confidence of all staff in adapting the needs of the curriculum to meet the needs of all children in their class.	Liaise with professionals such as Educational Psychologists, Occupational Therapists, Physiotherapists as required and ensure advice is implemented.	Ongoing and as required	SLT All staff	Staff are more confident and skilled in supporting all children with SEND.
Appropriate classroom resources are used and meet the needs of specific children to enable them to access the curriculum.	To ensure SEND folders are in place in all classrooms and include all necessary information and are updated in a timely manner. To renew and purchase appropriate resources as required. To ensure access requirements are	Ongoing and as required	SENDCO Teachers	Children are successfully supported with a range of resources to best suit their needs.

	<p>requested for statutory assessments.</p> <p>Ensure print size/font used is appropriate to the needs of individual children.</p> <p>SENDCO to share different resources that are available and ensure staff are using most appropriate resources.</p>			
ICT software used to support learning.	Ensure specific software which will enhance learning is installed where needed.	As required	SENDCO BWMAT IT technician	Children with specific needs are using IT resources to effectively support their learning.
All educational visits are accessible for all.	For individual children as and when needed: Risk Assessments will be completed for trips and residential visits. Teachers will meet with parents. Staff ratios will be increased to ensure safety and accessibility for all.	Ongoing	SENDCO EVC Teachers	All children are able to take part in visits and residential trips to enhance their learning.
To empower pupil voice of all children across the school.	Ensure regular pupil voice sessions with children with a range of needs. Ensure representation of children with additional needs are in pupil leadership groups.	Ongoing	SLT Teachers	All children are fully included in the life of the school and are effectively heard through pupil voice.

Improving access to the physical environment of the school

Court de Wyck Church School is a single-story building built on a level site. We aim to meet the needs of every member of the school community in providing a safe, secure and stimulating physical environment.

Aim	Actions	Timescale	Person responsible	Success criteria
The school continues to be aware of access arrangements for disabled pupils, staff, parents and visitors.	SLT to ensure they are aware of access needs of all members of the school community and to meet them as appropriate. Consider any access needs during recruitment and induction of any new members of staff.	Ongoing	SLT	School is accessible for all stakeholders.
To ensure all members of school community can be safely evacuated.	Put PEP (Personal Evacuation Plan) in place for any person who may have difficulty evacuating a building/site in an emergency. Ensure all staff are aware of responsibilities in evacuation procedures.	Ongoing	Head teacher Site manager	All persons to be safely evacuated or assembled during fire and lockdown procedures.
Improved signage and access for visually impaired individuals.	Ensure clear signage around school. Ensure all routes are free from congestion, hazards and litter.	Ongoing	Head teacher Site manager	The school site has appropriate signage for visually impaired members of the community.
Improved awareness of the needs of pupils, staff, parents and visitors who have a hearing loss and require adaptations.	Ensure all staff are aware of specific needs of children with hearing impairments to ensure their needs are met in the classroom and around school. Ensure children have access to necessary	Ongoing	SENDCO Class teachers	

	resources (such as hearing aids) and contact home if not. Review Risk Assessment annually to ensure all amendments are up to date in meeting needs of the child.			
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Improve the delivery of communication and information to disabled pupils and their families				
At Court de Wyck Church School we aspire to have excellent communication with all members of the school community and the wider school community either verbal or written.				
Aim	Actions	Timescale	Person responsible	Success criteria
Improved access to written information for pupils with specific learning difficulties.	To use coloured overlays or coloured paper for children with visual stress and/or dyslexia. Use of dyslexia friendly font and dictionaries. Use of enlarged text. Access to appropriate IT software.	Ongoing	SENDCO Teachers	All children will have improved access to written information.
Information to parents is reviewed regularly to ensure it is accessible to all.	Office staff will support parents in accessing information and filling in school forms. Ensure documents are available in larger print if required. Inform parents school website has a translation facility.	Ongoing	Head teacher Office staff	All stakeholders will be able to access all relevant and necessary information.