



**Knights Templar Community Church School
and Nursery**

Work at it with all your heart

Head Teacher: Mrs Laura Weaver, BA Hons QTS

Accessibility Plan 2022-25

<i>Date Approved by the Governing Board</i>	<i>Review Period</i>	<i>Date to be reviewed</i>
<i>September 2022</i>	<i>Three Yearly</i>	<i>September 2025</i>

Introduction

As a church school, we believe that everyone should be treated fairly and with respect, with equality of opportunity and positive attitudes. We strive to create a stimulating environment where everyone's spiritual and moral beliefs are nurtured. In approving this policy, the governors have considered their responsibilities to achieve these aims and the School's foundation.

The Governing Body has three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability',*
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage',*
- to plan to increase access to education for disabled pupils.*

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required:

- increasing the extent to which disabled pupils can participate in the school's curriculum,*
- improving the environment to increase the extent to which disabled pupils can take advantage of education and associated services,*
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.*

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school will provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

Every member of the Knights Templar Community Church School staff and governing body has a duty to remove barriers to learning. We recognise that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Contextual Information

The school is predominantly built on one level with a staircase leading to the library area and a storage space close to the school office.

At present, there are no pupils, parents or members of staff that are wheelchair dependent.

The school has pupils with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions.

We have a small number of pupils who have a hearing impairment or a visual impairment.

Areas of planning responsibilities

1. Increasing access of disabled pupils to the school curriculum (this includes teaching and learning and wider curriculum of the school such as participation in after-school clubs and school visits)
2. Improving access to the physical environment of the school (this includes improvements to the physical environment of the school and physical aids to access education)
3. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum policies
- Equal Opportunities
- Health and Safety
- Special Educational Needs and Disabilities
- Behaviour Policy
- School Development Plan
- School Brochure

Approved by Governing Body (date)

Chairperson of Governors

Date

ACTION PLAN

1- Increasing access for all pupils to the school curriculum

Target	Strategies	Timeframe	Responsibility	Outcome
Increase confidence of all staff in making reasonable adjustments to the wider curriculum to be fully inclusive.	Identify staff training needs on curriculum access. Universal offer of provision to be agreed. Pupils identified on teachers planning and clear learning activities.	Subject Leader's to review long-term planning during 2022-23.	SENCo Subject Leaders Class Teachers	Improved staff confidence in strategies to support pupils to engage in all areas of the curriculum. Increased pupil participation.
Improve the school's ability to support children experiencing poor mental health.	ELSA support to be timetabled weekly x 4 afternoons in order to support individual children. ELSA supervision to be attended x1 per half term with EP and half termly to review caseload with DHT. DHT to complete Senior Mental Health Lead training. Whole-school training on Trauma Informed Schools approach to supporting children.	In place for 2022-23	ELSAs DHT/TIS Practitioner Holistic Therapist	Pupils to have greater support for mental health issues reducing attendance issues and improving wellbeing. ELSA caseload well managed and impact reviewed.

	Mindfulness sessions to be offered 3 hours x week			
Use ICT software to support learning.	Additional iPads to be provided for children in receipt of an EHCP. Develop a bank of SEN resources to support learners; Talking Tins, ipads etc.	By Summer 2023	SENCo and Computing Subject Lead	Wider use of resources in all classrooms.

2. Improving access to the physical environment of the school

Target	Strategies	Timeframe	Responsibility	Outcome
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the school entry process when required.	As required	SENCo, Head Teacher and Governors	All staff and governors feel confident their needs are met. Parents have full access to all school activities. Access plans in place for pupils and staff and all are aware of the individual needs.
Provision of adaptations to furniture/resources to support accessibility for children with physical disabilities	Staff to identify furniture, equipment, resources that will support children's ability to access the classroom and wider school environment. Guidance to be sought from external	Ongoing as needed	SENCo	Appropriate adaptations to furniture, equipment and resources are made ensuring that children with physical disabilities can

	professionals: PT, OT, SPOT.			fully access the school environment.
Ensure disabled pupils, staff, parents/carers and visitors can be safely evacuated from the school building.	Develop PEEP (personal emergency evacuation plans) to ensure all staff are aware of their responsibilities in relation to disabled pupils.	As required	SENCo	All disabled pupils and staff are safe in the event of a fire.
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children.	Seek support from external professionals as needed.	As required	SENCo	All children have access to the appropriate environment.
Provide a sensory rich environment for children to regulate.	Funding to be secured to create a sensory-rich room (The Zen Den) to be accessible throughout the school day.	By December 2022	SENCo	Children will be provided with a sensory space to regulate when becoming heightened.

3. Improving the delivery of written information to disabled pupils

Target	Strategies	Timeframe	Responsibility	Outcome
Improve the accessibility of written information.	Provide appropriately enlarged, clear print and use matt laminates for pupils with visual impairments. Seek support from VST as appropriate.	As required.	SENCo Admin Staff	Appropriate provision of resources.

<p>Provide information in other languages for parents, pupils or prospective pupils</p>	<p>Access to translators eg Google Translate, STC if appropriate.</p>	<p>As required.</p>	<p>Admin Staff SENCo</p>	<p>Pupils and parents feel supported and included.</p>
<p>Review information to parents/carers to ensure it is accessible.</p>	<p>Provide information and letters in clear print.</p> <p>School office to support and help parents to access information and complete school forms.</p> <p>All school staff aware of the need to support parents, carers and other stakeholders, who may have communication difficulties with accessing/responding to written communication.</p>	<p>During school admission.</p> <p>Ongoing.</p>	<p>SENCo</p> <p>School Office</p>	<p>All parents receive information in a format that they can access.</p>

