



Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Watchorn Christian School strives to meet the 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 ensure access to education for disabled pupils.

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:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the access of information.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

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

Key Objectives

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.
- To extend accessibility to all staff, parents and visitors to the school.

The purpose and direction of the school’s plan: vision and values

At Watchorn Christian School we are committed to giving all of our children every opportunity to achieve their ‘God-Given’ potential. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Watchorn Christian School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

The governing body uses the ACCESS AUDIT FOR SCHOOLS IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST to audit the school and environment in order to identify actions to reduce obstacles to access for the school community. The governing body also plan how they are going to finance the items on the accessibility plan. The school also sends out questionnaires to parents to gather information on the school’s inclusivity and to continue to foster strong relationships with parents and carers. Advice will be sought from the LEA and outside agencies such as Speech and Language Therapists and SEND specialists.

Accessibility Plan

	Targets	Strategies	Outcome	Time frame	Goals Achieved	Notes
Short Term	To improve the external environment for all pupils particularly those with individual needs e.g partially sighted	Develop a garden area including planting tubs with sensory plants Paint yellow lines on steps to the playground Paint boards on slope/steps Develop a reading and maths area	All pupils have an improved outdoor learning environment	Over the academic year as funds allow	All children including those with individual needs feel welcome and can access a range of activities in the school grounds including various sensory activities Mural painted on the board outside, visually stimulating August 2018 Plant pots donated by Amberol and lavender plants planted for calming and sensory experience. August 2018.	
Medium Term	To develop the range of ICT software available to support learning for all pupils	Research and purchase a variety of software programs to support children's	Wider use of ICT within the school Learning	Over the next two years as the school moves into Reception	All pupils develop computer skills and are more prepared for being citizens of	

	<p>and especially for those with individual needs e.g dyslexia</p> <p>To develop the use of technology within the classroom</p>	<p>learning in all curriculum areas</p> <p>Purchase i-pads for use within the nursery and R/KS1 classrooms</p>	<p>environments are SEN friendly and have better facilities to aid differentiated learning</p> <p>All pupils develop their computer skills</p>	<p>and KS1</p> <p>By sept 2019 as the school grows and funds become available</p>	<p>the future in a computer society. Staff have more facilities and strategies for differentiation and increased pupil participation</p>	
Long Term	<p>To develop an online system for correspondence with parents which is available in a variety of forms e.g large print , different languages etc</p> <p>To improve the waiting area for</p>	<p>To research various parent platforms</p> <p>To build a shelter for</p>	<p>Parents are informed quickly and can be more engaged with their children’s learning especially as the school grows to Reception and KS1</p> <p>Better outdoor area</p>	<p>By 2019-2020 as resources are available and the school grows and develops</p>	<p>All parents receive information in a paper- less form that they can access</p> <p>All parents understand what are the headlines of the school information and how they can support their children’s learning</p> <p>A hand rail has been fitted on the outside steps into school to</p>	

	<p>children and parents at the school gate</p> <p>Improve outside access onto the playground for disabled pupils and visitors</p>	<p>parents, prams and pushchairs at the gate area</p> <p>Add a ramp to the steps onto the playground by the security gate</p>	<p>for all school family</p> <p>Easier access for wheelchairs and prams</p>		<p>aid children and adults with mobility issues. Sept 2019</p>	
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Reviewed 08/07/2020