



CHURCH EATON PRIMARY SCHOOL

Accessibility Plan 2024/2025

Member of Staff responsible: Anna Elkin/ David Baker

Review Date: September 2025

1. MISSION STATEMENT

Our curriculum is designed to educate and form the whole child. We want children to have a deep understanding of their own story – to know where they have come from, what their own aspirations for the future are and what skills they will need to achieve them.

By the time our pupils leave Church Eaton our children will understand that:

- They are part of a small rural **community** with an exceptionally long and immensely proud history.
- They are also part of an enormous **diverse** wider world that will provide endless opportunities.
- They are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (**social mobility**).

First hand experiences will provide our children with the opportunity to see how their actions influence the world inside and beyond their school community. They will become resilient and resourceful learners, who are respectful and tolerant of others and will be encouraged to overcome any obstacle that they face by recognising rights and responsibilities, asking questions, solving problems, and 'owning' their choices

Mission statement

Church Eaton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment. All staff and volunteers are subject to an enhanced DBS (Disclosure & Barring Service) check.

Please refer to the school's Safeguarding Children Policy for more information.

Church Eaton School endeavours to meet the diverse needs of its pupils to ensure inclusion for all. All our pupils are entitled to a broad, balanced curriculum, delivered in a relevant and differentiated manner, enabling progression and continuity to be experienced.

It is important in this school that the teaching and learning, achievements, attitudes, and well-being of every young person matters. To make access to the whole curriculum a reality for all pupils, we foster an ethos in which positive attitudes to gender equality, cultural diversity and special needs of all kinds are actively promoted.

A range of teaching and learning styles are used across the curriculum, and these are appropriate to the age, ability, and maturity of pupils. Teaching provides opportunities for pupils to reflect, question and make connections between aspects of their learning.

Accessibility Plan

At Church Eaton Primary School, we want all children to enjoy school, to be challenged to achieve their absolute best, and to consider their time at the school as their own 'learning adventure.' We are committed to giving all our children every opportunity to achieve the highest of standards. We do



CHURCH EATON PRIMARY SCHOOL

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.

Purpose of Plan

This plan shows how Church Eaton Primary School intends, over time, aims to increase the accessibility of our school for disabled pupils, staff, parents/carers, and visitors.

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.

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, leisure and cultural activities or school visits)

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)

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 time.

Contextual Information

Church Eaton Primary School has been in its current location since 1899. The building houses three classrooms, a school hall, kitchen, before/after school room and staff room. Staff, pupil, and Disabled toilet are situated within the main area.

The John Evans Room is a brick built separate room, that will be used for interventions and emotional group work. The main entrance to the school has one step to access, however all other points of access to the main building are flat access. There are also double doors for easy wheelchair access when needed. At present we have no wheelchair dependent pupils, parents, or members of staff.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities. We have no pupils or parents requiring wheelchair access.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance 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 a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.



CHURCH EATON PRIMARY SCHOOL

| Target | Strategies | Timescale | Responsibility | Success Criteria |
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| Increase confidence of all staff in differentiating the curriculum | Be aware of staff training needs on curriculum access Assign CPD for Autism, mental health and nurturing differentiation and recording methods Online learning modules if required | On-going and as required | SENCO | Raised staff confidence in strategies for differentiation and increased pupil participation |
| Ensure classroom support staff have specific training on disability, Mental Health, and Nurturing issues. | Be aware of staff training needs Staff access appropriate CPD Online learning modules if required | As required | SENCO | Raised confidence of support staff |
| Ensure all staff are aware of disabled children's curriculum access | Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child | As required | SENCO | All staff aware of individuals needs |
| Use ICT software to support learning | Make sure software installed where needed | As required | ICT | Wider use of SEN (Special Educational Needs) resources in classrooms Clicker 7 |
| All educational visits to be accessible to all | Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness | As required | HT/EVC | All pupils in school able to access all educational visits and take part in a range of activities |
| Review PE (Physical Education) curriculum to ensure PE accessible to all | Gather information on accessible PE and disability sports Seek disabled sports people to come into school | As required | PE co-ordinator | All to have access to PE and be able to excel |



CHURCH EATON PRIMARY SCHOOL

Improving access to the physical environment of the school

Church Eaton Primary School is continuing to develop, and we are committed to improving the building and facilities.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

| Target | Strategies | Timescale | Responsibility | Success criteria |
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| 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 IEP process when required Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions find out the access needs of parents/carers through newsletter Consider access needs during recruitment process Ensure staff aware of Environment Access Standard | As required Induction and on-going if required Annually Recruitment process | SENCO Headteacher | IEPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues |
| Layout of school to allow access for all pupils to all areas | Consider needs of disabled pupils, parents/carers or visitors when considering any redesign | As required | Head/ Governors/ Site manager/ School Surveyor | Re-designed buildings are usable by all |
| Ensure access to reception area to all | Improve access to reception area during any re-design | Consider in any new development | Head/ Governors/ School Surveyor | Disabled parents/carers/visitors feel welcome |



CHURCH EATON PRIMARY SCHOOL

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| | Develop system to allow entry for wheelchair users | | | |
| Improve parking for disabled. | Consider needs of disabled pupils, parents/carers or visitors when considering any redesign | Consider in any new development | Head/ Governors/ School Surveyor | Disabled parents/carers/visitors feel welcome |

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. Examples might include handouts, textbooks, and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time limit.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

| Targets | Strategies | Timescale | Responsibility | Success Criteria |
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| Review information to parents/carers to ensure it is accessible. | Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired. | During induction On-going Current | School Office Parents Waiting Area/ Website design team | All parents receive information in a form that they can access All parents understand what the headlines of the school information are |
| Improve the delivery of information in writing in an appropriate format | Provide suitably enlarged, clear print for pupils with a visual impairment | As required | Office | Excellent communication |
| Ensure all staff are aware of guidance on | Guidance to staff on dyslexia and | On-going | SENCO | Staff produce their own information |



CHURCH EATON PRIMARY SCHOOL

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| accessible formats | accessible information | | | |
| Annual review information to be as accessible as possible | Develop child friendly IEP review formats | On-going | SENCO | Staff more aware of pupils preferred method of communications |