



ACCESSIBILITY PLAN
Spring Term 2022

Churchill Academy has adopted this accessibility plan in line with the School's Special Educational Needs Policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

The SEN and Disability Act 2001 extended the **Disability Discrimination Act 1995 (DDA)** to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

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

The Equality Act 2010 reinforces these duties.

Churchill Academy will ensure access to education for disabled students in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education, benefits, facilities or services provided or offered by the school
- Improving the delivery to disabled students of information which is readily accessible to pupils who are not disabled.

The DDA defines a disabled person as someone who has:

“a physical or mental impairment which has substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

The definition includes a wide range of impairments, including hidden impairments such as Dyslexia, Autism, Speech and Language impairments, Attention Deficit Hyperactivity Disorder (ADHD). As such, there is a significant overlap between those considered to have a disability and those who have special educational needs.

Currently at Churchill Academy, there are a relatively small number of students with Education and Health Care Plan (EHCP). In addition, there are a number of students in receipt of Top Up Funding, which reflects the continued inclusion of students with more complex needs who receive additional funding, especially in the area of Communication and Interaction.

In addition to learning difficulties, a small number of students also have physical disabilities. Some students have sensory impairments, including both serious hearing and vision impairments.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's Disability Equality Scheme explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Facilities & Disability Access

Churchill is a large campus and we take into account individual needs of students with additional needs to ensure full inclusion:

- Mobility Issues – classrooms allocated on the ground floor
- Disabled toilets available in Performing Arts Block, PE, Reception and in the Turing building
- Ramp access to Maths, English, the Hall, the Sports Centre, Gym, Music Block and changing rooms
- Lifts are available in the Turing & Athene Donald buildings
- Disabled parking
- Resources – such as suitable adjustable chairs as advised by multi professionals, laptop use and other specific resources
- Exit Cards in place for students who with physical/medical needs who need to reach a new location in time
- The signage around the school is clear with additional safety lines for students/staff with a visual impairment
- TV monitors around the school give information on daily events, House information, PE events and reward information.

Our Accessibility Plan outlines how we intend to make reasonable adjustments to improve access to the curriculum, information and the physical environment.

ACCESS TO THE PHYSICAL ENVIRONMENT				
ACTION	STRATEGY	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
When major alterations are planned, ensure DDA requirements are adhered to – plan for access requirements.	All contractors to work to North Somerset Environment Access Standards	Ongoing	Deputy Headteacher (Teaching) Contractor	All works supported by school surveyor and in line with regulations in the Equality Act.
Investigate quality and appropriateness of disabled facilities	Continued liaison with outside agencies to ensure disabled facilities fit current needs	Ongoing	Deputy Headteacher (Teaching) SENDCO	Ongoing use of facilities, any reasonable adjustments considered and implemented.

ACCESS TO THE PHYSICAL ENVIRONMENT				
ACTION	STRATEGY	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
School is aware of the access needs of parents/carers including EAL	Audit accessibility for parents/carers for day to day routines and for one off events	Ongoing	Office staff re: admin/SEND/CO	Ongoing dialogue with parents and carers. Appropriate support in place.
To make school more accessible for the visually impaired	Review safety of school site re: drain covers, highlighting ramps and steps etc. Review signs with symbols, types on visuals through H and S audits	Ongoing	Health & Safety Team	

ACCESS TO THE CURRICULUM				
ACTION	STRATEGY	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Pedagogy and Practice	Develop a child centered pedagogy to ensure access to learning for all students	Ongoing	SLT/SENCO/Directors of Faculty	Being curious and inquisitive in identifying and removing barriers to access and participation.
Curriculum	All staff have the same commitment to those students with SEND and those identified as 'priority learners' as their peers.	Ongoing	SLT/SECNO/Directors of Faculty	Adopt an Inclusive attitude, focus on abilities rather than deficits and unless learners have a specific cognitive impairment, scaffold the curriculum rather than providing something different so that all learners enjoy an offer which is sufficiently broad and deep.
School visits & Activities accessible to all children	Audit of visits in terms of accessibility	Ongoing	Trip Leader/SLT	All risks assessments completed

ACCESS TO THE CURRICULUM				
ACTION	STRATEGY	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
	Staff to check with SENDCO as part of the trip checklist. Individual Risk Assessments completed as required		Trip Leader/SENDCO/Key worker/Tutor	Reasonable adjustments made to ensure access to visits Parents involved in individual risk assessments
Ensure PE activities are accessible by all	Liaise with outside agencies for any students requiring adaptations	Ongoing	Head of PE/SLT Link/SENDCO	PE Curriculum adapted to meet the needs of all children Appropriate individualised resources where appropriate
Inclusion Register/SIMS to be utilised effectively to share information appropriately with staff	Basic information to be provided to staff through Inclusion Register to facilitate successful teaching and learning. Students learning is facilitated by personalised planning, differentiation and appropriate adjustments to the classroom environment	Ongoing	SENDCO/Key members of Student Services Team	Settled, happy students who are able to access the wider curriculum as far as possible Reasonable adjustments made to ensure inclusion of all students: <ul style="list-style-type: none"> • Adjusting pedagogy • Adjusting the environment • Providing additional aids

ACCESS TO STAFF TRAINING & CPD				
ACTION	STRATEGY	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Staff to have an up to date understanding of individual student needs and levels of support required to access the school	SEND training to be a key part of the annual CPD offer Ensure opportunities for staff training - audit staff needs	Ongoing	SLT/SENCO	Teaching staff have the highest possible expectations for all learners in their class and all students with SEND make progress As cohorts and needs change, staff training will be reviewed and updated to reflect these changes and ensure that specific needs are met.
Members of the SEND team and wider Student Services team engage in regular CPD	Use of Faculty meeting time and Inset time to engage with relevant CPD according to current student need/s	Ongoing	SLT/SENCO	All members of the wider Student Services Team take part in regular CPD and are up to date with current legislation and the latest research/guidance to ensure all students with SEND receive the best possible support.

Approved: SLT January 2022