



Accessibility Plan 2022-2025

Reviewed: Spring Term 2022

To be reviewed: Spring Term 2023

1. Schools' Planning Duty

1.1 Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers, visitors and other people who use the school or may wish to; and
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

1.2

According to the Act, a 'disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities.' The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities. Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

1.3 This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4 In accordance with the Act the plan focuses on three 'key areas':

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Adapting the environment of the school 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.

1.5 It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached, showing the priorities

identified for action along with how they are to be addressed within a given timeframe. A series of success criteria has been set so progress and outcomes can be measured.

1.6 The plan is to be reviewed and updated at least every three years but revisited annually.

2. Schools Aims

2.1 At Churnet View Middle School we are committed to establishing equality for all pupils, their parents/carers, staff, visitors and other users of the school, as stated in the Mission Statement and Values of The Talentum Learning Trust.

2.2 In drawing up this Accessibility Plan, the school set out the following priorities:

- To provide safe access throughout the school for all school users;
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements and making reasonable adjustments to suit individual needs;
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3 Churnet View Middle School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Special Educational Needs Policy
- Equal Opportunities
- Churnet View Middle School Special Educational Needs & Disabilities Information Report
- Churnet View Middle School's Safeguarding Policy and arrangements;
- Health and Safety Policy
- Staff Related Policies, e.g. Risk Assessment, Return to Work etc.

This plan itself will also be used to advise and inform other school planning documents and policies.

2.4 It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

3. Current Good Practice which supports this duty

3.1 The school's commitment to inclusivity has already been recognised by Ofsted, who stated in the school's last inspection that there is a :

'A very strong culture of care and support for pupils exists across the school, with all staff playing their part. Consequently, pupils feel safe, happy and well cared for in school.'
(Ofsted 2019)

3.2 Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum

3.2.1 Churnet View Middle School has close working relationships with its feeder first schools and thorough transition arrangements take place in the Summer Term before starting at school. This may include multi-agency meetings with parents and all professionals who are involved with supporting the child.

3.2.2 The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability. Working closely with Staffordshire

SEND Team, the SEND/Inclusion Hub, Outreach Services, Health Professionals and the Educational Psychology Service, the SENCo and Assistant SENCo manages the Education, Health and Care Plan process, ensuring that additional resources, including staffing, are allocated where appropriate.

3.2.3 The school's pastoral team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

3.2.4 The school works closely with specialist services, including:

- Hearing Impairment Service
- Visual Impairment Service
- Physiotherapists
- Physical Disability Support Service
- Educational Psychology Service
- Special Educational Needs Support Service
- School Nursing Team
- Autism Outreach
- GPs and Paediatricians
- CAMHS
- Occupational Therapists
- Visyon Counselling Service

3.2.5 The school's governors, teachers, teaching assistants, support staff and lunchtime supervisors have a wide range of qualifications, training and experience of working with children with a varied range of needs, including:

- Hearing Impairment
- Visual Impairment
- Physical Disability
- Specific Medical Conditions, including Asthma, Eczema and Diabetes
- Specific Learning Difficulties, including Dyslexia, Dyspraxia and Dyscalculia
- Autism
- Speech, Language and Communication Needs
- Emotional Difficulties, including Attachment Disorder or Bereavement
- Profound and Multiple Difficulties, including Specific Genetic Disorders

3.2.6 Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- Pastoral Team to access Early Help and other agencies
- SENCO/Assistant SENCo
- Visyon Counselling
- CAMHS Trailblazer Team
- Access to the Special Educational Needs Support Service
- Access to the Educational Psychologist
- Access to the Visual and Hearing Impaired Team
- Access to Autism Outreach
- iPads/Access technology
- Range of Literacy and Maths interventions
- Specific Learning Difficulties Interventions – Precision Teaching, Read, Write, Inc
- Access to ALL extra-curricular activities and clubs, school visits, residential trips, instrument tuition
- Advice and support from the School Nurse Team

- Use of diagnostic assessments, e.g. British Vocabulary Picture Scale (expressive language), York Assessment Reading Comprehension (Reading), Vernon Graded Spelling (Spelling) Sandwell (Maths), GL – Dyslexia and Dyscalculia Screening, Cognitive Abilities Tests (CAT), Performance Tests in English, Maths and Science and Attitudinal Tests □ Transition arrangements, planning and support

3.2.7 Churnet View Middle School celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

3.3 Current Actions: Improving Access to the Physical Environment of the School.

3.3.1 This element of the planning duty covers all areas of the physical environment, such as external areas, buildings and fixtures and fittings.

3.3.2 There are very few parts of the school to which disabled pupils have limited or no access following the use of the schools delegated capital funding to make minor adjustments to improve access and support the needs of its current community.

3.3.3 In addition, the environment is continually enhanced through the school's building maintenance and redecoration programme.

3.4 Current Actions: Improving the Delivery of Information to Persons with a Disability

3.4.1 School staff are aware of the services available for converting written information into alternative formats.

4. Review and Implementation

4.1 The Accessibility Plan is reviewed annually by the Governing Body. In addition, it will be reviewed three yearly by the school following consultation with the larger school community, parents and the pupil council.

4.2 The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention will be carried forward to the next action plan.

4.3 To allow the school to track progress and demonstrate how it is actively fulfilling its duty, this will be a working document where actions will be colour coded at review points.

4.4 The actions will be shaded as follows:

- Green for actions that are complete.
- Orange for actions that are to be carried over to the next action plan.
- Yellow for actions that are complete but require ongoing activity

Churnet View Middle School

Accessibility Plan 2017 – 2020

Access to the Curriculum							
Priority	Lead People	Strategy/Action	Resources	Time	Success Criteria	Review	Achieved
Information for teaching staff on differentiation and appropriate use of TAs in the classroom.	RJ/HD	Staff Information Sheets shared; Staff Training	Training Time	In place and ongoing	Increase access to the curriculum for all pupils. Needs of all learners fully met.	Range of information sheets supplied to teaching staff, based on pupil need.	
Effective communication with parents *Reduced face to face due to Co-Vid restrictions	RJ HD Inclusion Team HOYs	Pupil Passport Meetings – Termly Coffee Mornings/Afternoons – Termly SEND Y6 Access Arrangements Evening	TA Time Allocated SENCO Time	In place and ongoing	Parents remain fully informed.	Termly Pupil Passport Meetings and Coffee Mornings/Afternoons have been successful and will continue.	
Training for staff on increasing access to the curriculum for disabled pupils	RJ/HD	On-going training regarding children on the Autistic Spectrum	Training Time	In place and ongoing	Increased access to the curriculum for all learners. Needs of all learners fully met.	All teaching staff and teaching assistants have completed Level 1 Autism training, led by Autism Outreach.	Up-to-date training to be arranged for 22/23 academic year

Appropriate use of specialised equipment to benefit individual pupils and staff	RJ HD Teaching Staff Teaching Assistants Health Professionals working with individual pupils.	Access to Touch-Typing interventions. Sloping boards for pupils with fatigue problems or physical disability. Appropriate furniture for pupils with physical disability. Coloured overlays for pupils who experience visual stress. A range of pencils and pens available for pupils with grip difficulty. Accessible toileting equipment. Ramps in school where needed.	Specialist equipment as listed	In place and ongoing	Increased access to the curriculum for all learners. Needs of all learners fully met.	Range of specialist equipment and resources, updated annually to meet the needs of all learners. Advice from PDSS embedded in inclusive classroom practice.	
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Access to the Physical Environment							
Appropriate use of colour schemes for internal/external decoration to benefit pupils with visual impairments	RJ HD JM DW Inclusion Team	Follow advice on contrasting colours and redecorate areas as necessary.	Cost of redecoration	In place and ongoing	Physical accessibility of school increased. Steps all edged with yellow paint for pupils with physical disabilities and depth perception. Handrail to the Music Mobile safer for pupils with physical disabilities. Areas maintained on a regular basis.	School site decorated in contrasting colours.	Ongoing

Provision of wheelchair accessible toilets	RJ SB HD JM DW	Maintain a wheelchair accessible toilet(s)	Maintenance only	In place and ongoing	Physical accessibility of the school increased. Wheelchair accessible toilet and changing facilities available.	Wheelchair accessible toilets available in more than one area of school.	
Access into school and reception to be fully compliant	SB JM DW	Designated disabled parking. Wide access doors. Clear route through school for disabled people, allowing access to all areas.	Maintenance only	Complete and ongoing	Physical accessibility of the school increased. Entrances to school are fully accessible.	Designated spaces for disabled parking. Clear access route through the school for all disabled users.	
Improve independent access to the school.	SF SB JM DW	Ramps to ensure access to all parts of the school building.	Ramp access to the TLC Mobile.	In place	Physical accessibility of the school increased. Disabled people have independent access.	Designated spaces for disabled parking. Clear access route through the school for all disabled users.	
Improve accessibility to specialist equipment for pupils.		Installation of rise and fall desks in Room 5 and those about to be installed in both new Science labs	Cost of the specialist desks/equipment.	In place and ongoing	Physical accessibility of the school increased. Disabled people have independent access.	Clear access to specialist equipment and therefore access to the full curriculum independently for all pupils.	
Improve educational experiences for visually impaired pupils.	SF SB JM DW	Ensure blinds in all classes are effective.	Maintenance costs	Ongoing	Teaching aids, Whiteboards etc. are easily visible and learning experiences are enhanced.		

Improve the quality of provision for children with specific needs.	RJ HD SF SB	Provide a tranquil space where pupils who suffer from over stimulation can receive supervision, appropriate to their needs.	Maintenance Costs	Complete and ongoing.	The school experience will be enhanced for children with specific needs.	The TLC is prioritised for targeted pupils.	
Maintain safe access around the exterior of the school	SB JM	Ensure that pathways are kept clear. Make sure that grounds maintenance contractors know which areas to prioritise.	Maintenance Costs	Ongoing	Disabled people to move unhindered along exterior pathways.	Clear access to all parts of school.	

Access to the Physical Environment						
Priority	Lead People	Strategy/Action	Resources	Time	Success Criteria	
Improvements to aid those with a visual impairment	SB JM	Maintenance of external steps, highlighted in yellow non-slip paint.	H&S Budget	Ongoing	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained accordingly.	
Improve the quality of provision for children with specific emotional needs	RJ HD JE LF RJ SF Inclusion Team	Increase number of tranquil spaces within school for pupils with additional needs.	School Improvement	For Sept 2017	All pupils who need access to a tranquil space of safe space due to emotional needs have a designated space – identified in Pupil Passport or Pastoral Support Plan.	
Appropriate uses of colour schemes for internal/external decoration to benefit pupils with visual impairments	SB JM Inclusion Team	Maintain decoration in terms of contrasting colours.	Build into maintenance budget	Ongoing	Physical accessibility of the school increased. Areas maintained on a regular basis.	

Improve independent access to the school.	SF SB JM	Ramps to ensure access to all parts of the school building.	Ramp access to the TLC.	Long term action	Physical accessibility of the school increased. Disabled people have independent access.
Handrails/Grab Rails	JM SB	Maintain handrails around school.	Cost of new handrails/grab rails as required.	Ongoing	Accessibility of school areas increased. Physically impaired pupils able to access all areas. All areas reviewed on a regular basis.
Provision of wheelchair accessible toilets	JM SB	Maintain a wheelchair accessible toilet and changing area.	Ongoing maintenance.	Ongoing	Physical accessibility of the school increased.
Safe access around exterior of the school.	JM SB	Ensure that pathways are kept clear. Make sure that grounds maintenance contractors know which areas to prioritise.	Cost included in maintenance contract.	Ongoing	Disabled people to move unhindered along exterior pathways.
Disabled parking	Office Staff	Ensure that disabled parking spaces are always available for parents, pupils and visitors to the school.	None	Ongoing	Disabled badge holders always able to access disabled parking, when required. Prompt action taken for users who do not park appropriately.
Outdoor Sensory Provision	SLT	Develop outdoor areas in terms of seating, quiet spaces and sensory stimulation.	School Improvement	Ongoing	Outside areas to be used more effectively to increase access for all pupils.
Access to Written Information					
Improve sharing of information	SLT	Develop website. Continue Coffee Mornings/Afternoons (Resume these once Co-Vid Restrictions have lifted) Parental Information Sessions	SLT Time	Ongoing	Website reviewed for accessibility – appropriate actions taken. Continuation of Coffee Mornings and Coffee Afternoons in school. Parental Information Sessions held.

Availability of written information in alternative formats.	SLT Admin	All staff and parents need to be aware of services available for requesting information in alternative formats.	Contacts details and cost of translation/ Adaptation	Ongoing	Written information available in alternative formats and languages, on request. All administration staff, parents and community users know how to access alternative formats.
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