

Churchfield C.E. Primary Academy



Accessibility Plan 2025 - 2028

Walking together in the light of the Lord, we aim to create a supportive and safe environment where we encourage each other to be the best we can be. At Churchfield we learn to take pride in our successes and aspire to make a positive difference for ourselves, the local community, and the wider world.

Aims of the Accessibility Plan

This plan outlines how Churchfield CE Primary Academy aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010. A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils.

The Local Academy Committee also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Executive Principal, Head of School and other relevant members of staff.
- Local Academy Committee.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

Access to Curriculum – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Learning aids to be produced	SENCO/ Class Teachers/ TAs/ External Agencies	Ad hoc	Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils	In line with current pupils needs
Intervention training for support staff	SENCO		Support staff able to work with increased knowledge and provide appropriate resources for pupils	In line with current needs
Termly learning support meetings to take place to assess and address pupil needs.	SENCO	Via annual EHCP assessment	Pupil needs reviewed and being addressed.	In line with pupils personal plans
Training for teachers on adapting the curriculum for disabled children as required.	Headteacher	Ad hoc	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	As needs profile demands
Staff trained to meet individual medical needs of pupils where applicable.	Headteacher/ External Agencies	Ad hoc	Staff completed training for specific needs.	Epilepsy awareness training and training on administration of medicine for relevant staff in line with pupil needs

Access to the Physical Environment – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Ensure upstairs areas of the school are only used by pupils who can access those areas	Headteacher	Ad hoc	The environment and classroom organisations is adapted to the needs of pupils	Yes
Any new internal doors accessible for wheelchair users.	Headteacher		Newly installed doors to be wheelchair accessible.	If/ as required

Access to Information – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Understand the needs of pupils and parents and ensure information is available in relevant formats <ul style="list-style-type: none"> • Large print • Braille • Pictorial or symbolic representations 	Headteacher	Ad Hoc	Pupils and parents have access to curriculum information and all other school information in a format that meets their needs	
The school makes itself aware of the services available for converting written information into alternative formats	Headteacher	Ad Hoc	Pupils and parents have access to curriculum information and all other school information in a format that meets their needs	