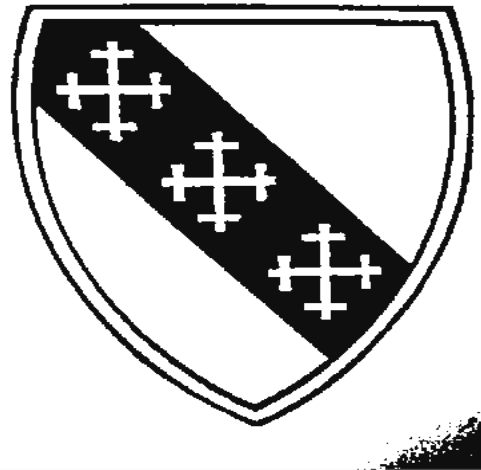


Christ Church Charnock Richard Church of England Primary School



Accessibility Plan

Reviewed September 2020

Our Mission Statement

‘Inspired to learn, grow and flourish within our Christian family’

Firmly rooted in Philippians 4:13 ‘I can do all things because Christ gives me strength’ which encompasses all we do at Christ Church to develop happy, resilient and confident children who thrive in body, mind and spirit.

Provision With Christ as our guide together we:

- Develop happy, resilient and confident children who thrive in body, mind and spirit.
- Promote an ethos that values and celebrates that all children are special and unique with many talents.
- Provide high quality learning and a wide range of experiences that are challenging but fun.
- Create an environment that is stimulating, welcoming and purposeful for all members of the school community.
- Encourage children to be tolerant, caring and respectful towards others, and the world around them.
- Impact Underpinning our ethos are our core Christian values which were chosen by pupils, parents, staff and governors.
- Our Christian values are: Trust Koinonia Compassion Love Thankfulness Forgiveness Service. These values are central to all we do at Christ Church Charnock Richard Church of England Primary School: through our curriculum, behaviour policy, celebrating each other’s achievements and uniqueness and discussions of the wider world We believe that our Christian ethos and aims support and prepare our children on their journey to becoming respectful, responsible citizens of the future.

Christ Church Charnock Richard CE Primary School - Accessibility Plan (2020 – 2021)

Targets	Strategies	Outcome	Timeframe	Evaluation & impact
1. Teaching and Learning across the curriculum reflect equal opportunities for all and relates to pupils' everyday experience.	Planning/ teaching includes opportunities ensures physical diversity of society is represented - use possible links	Pupils are respectful and have an understanding of physical diversity.	Ongoing	The curriculum facilitates understanding and empathy for all.
2. Ensure curriculum is differentiated appropriately to take account of all individual needs.	Curriculum should constantly evolve to reflect educational needs and promote diversity.	Teachers are fully involved in creating a broad and balanced curriculum.	Autumn 2020 Ongoing	Increase in access to the National curriculum monitored termly
3. School improves the clarity of signs in the school building, to benefit pupils with visual impairments and learning difficulties, when appropriate.	Governors undertake a 'walk around' school to assess the effectiveness of the signs on an annual basis.	Signs improve access to the building for all.	Autumn 2020	Independence, inclusion and mobility for all is improved.
4. The school designates an area for toilets, changing and personal care for people with disabilities.	Constantly evaluate the effectiveness and appropriateness of the facilities.	Disabled toilet clearly labelled.	Autumn 2020	The school has appropriate toilet facilities to accommodate all physical needs.
5. School is accessible for all.	Evaluate facilities including access to outdoor learning area	Main entry and exits are fully accessible. Wheelchair access /	Autumn 2020	School is accessible

6. Increasing access for disabled pupils to the school curriculum.	Evaluate the curriculum at the school opportunities such as clubs and trips allow disabled children to access them	Trips to be risk assessed for disabled use and access onto trains/ coaches etc. Ensure all exits are clear and wheelchair accessible.	Autumn 2020	Ensuring teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
7. Improving access to the physical environment of schools.	Constantly check the physical area is accessible and safe for disabled children.	Daily risk assessment by site supervisor to check environment is safe and accessible	Autumn 20	Ensure improvements to the physical environment of the school and physical aids to access education.

8. Improving the delivery of written information to disabled pupils.	Evaluate how information is given to disabled children.	SENCO to advise SLT and office of any disabled persons needs and assist them with the correct formats such as hand-outs, timetables etc. to allow the access the curriculum / school information.	Autumn 20	Make written information that is normally provided by the school to its pupils and wider audience available to disabled pupils and stakeholders. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and stakeholders' preferred formats and be made available within a reasonable time frame
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