

# Christ Church Charnock Richard C.E Primary School

*Inspired to learn, grow and flourish within our  
Christian family*



## **Accessibility Policy**

**Updated September 2021**

*'I can do all things because Christ gives me strength' Phil 4:13*

## **Ethos**

In accordance with our Mission Statement, the school team prepares children for their future by helping them achieve their full potential as part of the Christian family and as members of the wider community

## **Beliefs**

With Christ as our guide together we:

Promote an ethos that values and celebrates that all children are special and unique with many talents

Develop happy, resilient and confident children who thrive in body, mind and spirit

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

## **Values**

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 Charnocll Richard CE Primary School - Accessibility Plan (2020 - 2021)**

Targets	Strategies	Outcome	Time frame	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, using 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.	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 'walks around' school to assess the effectiveness of the signs on an annual basis.	Signs improve access to the building for all.	Ongoing	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.	Ongoing	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	Ongoing	School is accessible

6. Increasing access for disabled pupils curriculum.	Evaluate the curriculum 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.	Ongoing	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	ongoing	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.	Ongoing	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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