

Christ the Sower Primary School Accessibility plan

*At Christ the Sower Ecumenical Primary School we aim to provide the 'good earth' for all our children to flourish and achieve their full potential, so that every child can learn and explore who they are created to be. With the highest of expectations, we, individually and collectively, will care for, nurture and develop each and every child so that they can grow into their God-given potential. Through our culture of CARE and our Christian values, we create **a loving place where we all care, learn and grow together.***

This plan runs alongside the ODBST accessibility policy showing the policy in practice at Christ the Sower. It aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum and everyday school life.
- 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 disability

This plan is reviewed every three years to consider the changing needs of the school and its pupils.

Aim	Current good practice	Actions to be taken	Person responsible	Date
Improve and maintain access to the physical environment	The physical environment at Christ the Sower is adapted to the needs of pupils, parents and visitors as required. The main entrance is on the ground floor and the main entrance doors are wide enough for all users.	Site services officer monitors the site in line with health and safety legislation	Site services officer	On-going
	Lifts are positioned at each end of the school building to give access to the upper level.	Equipment monitored and serviced as required	Arranged by site services officer	As contract requires
	Disabled toilets are situated on each floor and changing facilities for children are available on both floors.	Contractors collect waste	Arranged by site services officer	As contract requires

	Car parking spaces both in the school car park and the public car parking outside the school are designated for disabled visitors/ parents.			
	Both steps and a ramp lead on to the school field.			
	Rails on the stairs both internally and externally are painted yellow, with a one way system in place.	Accessibility is continually monitored and enhancing provision is part of the on-going cycle of maintenance	Site services officer	On-going
	Stairs and corridors are kept clear from obstructions.	All staff complete training courses on smartlog. This includes health and safety at work, slips, trips and falls at work, fire awareness and fire warden	All staff	On-going
	Pupils with an EHC plan with accessibility or sensory difficulties have a personal evacuation emergency plan (PEEP), reviewed annually.	PEEPs reviewed	SENCo	Autumn 1
	Classrooms kept free from clutter, with care taken to minimise overly bright or busy wall displays.	SLT monitoring Staff neurodiversity training Health and safety audits	All staff	On-going OT audit in 2024-25 as part of the PINs project.
	Enhance and improve safety in Foundation garden	Remove stones in the outdoor kitchen area	Site services officer	2025-2026

	Books and topics are carefully chosen to ensure a range of diversity as well as a focus on those with a range of disability.	All curriculum planning	Teachers and SLT	Monitoring plan
	Teaching styles that are adaptive to individual needs e.g. memory aids, chunking, repetition, visual support in the environment.	SLT monitoring	Teachers, teaching assistants, SLT	On-going
	Curriculum resources are tailored to specific needs and allocation of staff maximising the independence of pupils.	Reviewed annually and as needed according to the needs of pupils	SLT	On-going
	Children with complex and significant need can access a sensory curriculum which meets their global development. Pupils continue to access whole school areas of provision along with age related peers and whole school experiences.	Teaching and support staff undertake regular training on supporting pupils with SEND and personalising learning	SENCo	Staff meetings Team meetings
	Children with additional needs are supported to enable full or appropriately adapted participation in PE In addition, extra opportunities provided e.g. taking children to sports events for children with additional needs	Advice from external agencies for children with physical needs. Additional staffing allocated where needed. Neurodiversity training through PINS project	SENCo, PE teacher Physio, VI or HI team All staff and teaching assistants	On-going
	Health care plans, risk assessments and positive behaviour plans are in place for pupils where appropriate, at Christ the Sower, guided by health care professionals and inclusion support services.	Reviewed annually and updated regularly as needed	SENCo, Inclusion and well-being lead Support from school nursing team	Autumn 1 and updated as needed

	<p>Check-ins and counselling support is provided for pupils with significant SEMH needs.</p> <p>Whole school restorative approach to support children to reflect on their own behaviours.</p> <p>Children with additional needs who are taking part in off-site school trips or residentials will have individual risk assessments. A pre-visit may take place and social stories are used to help prepare pupils for the experience.</p> <p>Epipens and inhalers are stored in marked first aid boxes in children's classrooms and taken with the child e.g. to PE lessons on the school field.</p>		Inclusion and well-being lead	On-going
			Class teachers and teaching assistants, SLT	On-going
			Class teachers and SENCo	As needed
			Class teachers and teaching assistants	On going
	<p>Medical information is gathered and collated from parents and carers at least annually and shared with school staff.</p> <p>Staff undertake training in epipen and asthma to support the needs of pupils in their class.</p>	<p>Data collection forms sent to parents</p> <p>School nursing team</p>	<p>Admin team</p> <p>All teaching and support staff</p>	<p>Autumn 1 and as needs change</p> <p>Annually</p>
	<p>Information from families and pre-schools is gathered, including visits to children in their settings and home visits so that a full picture of an child's additional needs is in place before starting at Christ the Sower.</p> <p>Pre-visits to school are organised and where appropriate a child may have a staggered start.</p>	<p>Contact with families, and previous settings. Health visitors and school nursing team if appropriate</p>	<p>SENCo</p> <p>Inclusion and well-being lead</p> <p>Early Years team</p>	<p>Summer term</p>

	Staff liaise closely at secondary transition to ensure children's additional needs are prepared for. Workshops and additional visits take place.	Contact with families and SENCos in secondary settings	SENCo and Year 6 team	Ongoing with particular focus in summer term
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