

# Christ Church Charnock Richard C.E Primary School

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



**Accessibility Policy**

**Updated September 2025**

# Christ Church Charnock Richard C.E. Primary School Accessibility Plan 2025/2026

Encouraging every child to learn, grow and flourish within our caring Christian community

*"I can do all things through Christ who strengthens me." Phil 4:13*

 by Hannah Woolley

# Ethos and Mission

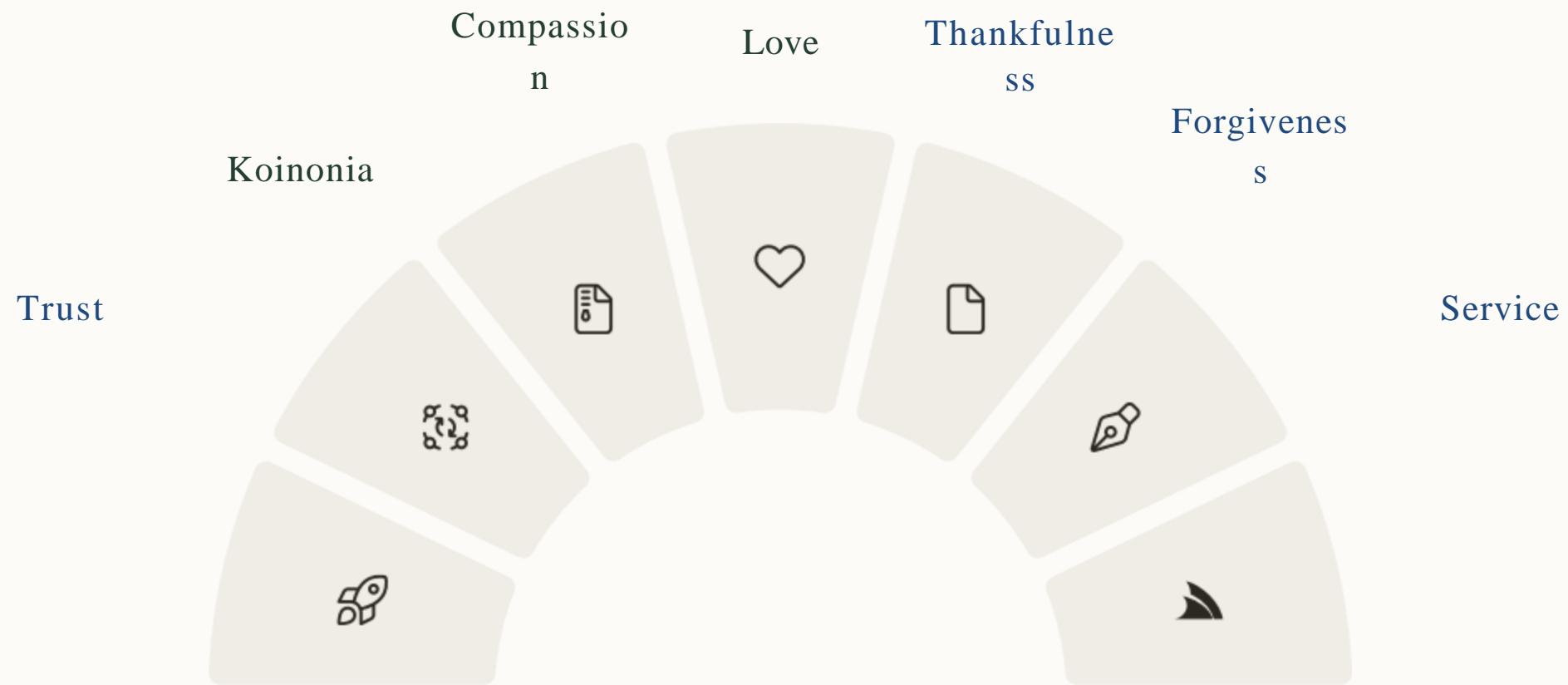
In accordance with our Mission Statement, the school team prepares children for their future by helping them achieve their full potential as part of the Christian family and as members of the wider community.

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

# Our Christian Values

Underpinning our ethos are our core Christian values which were chosen by pupils, parents, staff and governors. Our Christian values are:



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.

# Accessibility Plan (2025-2026)

Christ Church Charnock Richard CE Primary School is committed to ensuring accessibility for all pupils, staff and visitors. Our accessibility plan outlines our strategies to improve access to the curriculum, physical environment, and information.

The following plan details our targets, strategies, expected outcomes, timeframes, and evaluation methods to ensure we provide an inclusive environment for everyone.

# Curriculum Accessibility

## Teaching and Learning

Targets: Teaching and Learning across the curriculum reflect equal opportunities for all and relates to pupils' everyday experience.

Strategies: Planning/teaching includes opportunities ensures physical diversity of society is represented, using possible links.

Outcome: Pupils are respectful and have an understanding of physical diversity.

Time frame: Ongoing

Evaluation & impact: The curriculum facilitates understanding and empathy for all.

## Curriculum Differentiation

Targets: Ensure curriculum is differentiated appropriately to take account of all individual needs.

Strategies: Curriculum should constantly evolve to reflect educational needs and promote diversity. Teachers are fully involved in creating a broad and balanced curriculum.

Outcome: Teachers are fully involved in creating a broad and balanced curriculum.

Time frame: Ongoing

Evaluation & impact: Increase in access to the National curriculum monitored termly.

# Physical Environment Accessibility

## Signage Improvements

Targets: School improves the clarity of signs in the school building, to benefit pupils with visual impairments and learning difficulties, when appropriate.

Strategies: Governors undertake a 'walk around' school to assess the effectiveness of the signs on an annual basis.

Outcome: Signs improve access to the building for all.

Time frame: Ongoing

Evaluation & impact:  
Independence, inclusion and mobility for all is improved.

## Toilet and Personal Care Facilities

The school designates an area for toilets, for people with disabilities.

Strategies: Constantly evaluate the effectiveness and appropriateness of the facilities.

Outcome: Disabled toilet clearly labelled.

Time frame: Ongoing

Evaluation & impact: The school has appropriate toilet facilities to accommodate all physical needs.

## General Accessibility

Targets: School is accessible for all.

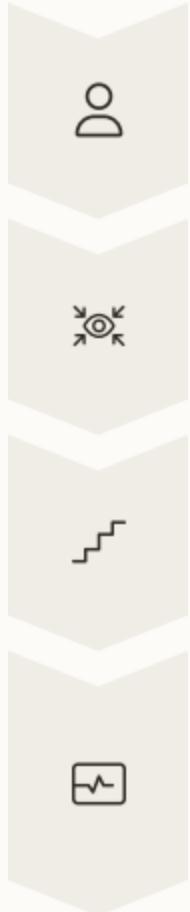
Strategies: Evaluate facilities including access to outdoor learning area.

Outcome: Main entry and exits are fully accessible. Wheelchair access.

Time frame: Ongoing

Evaluation & impact: School is accessible.

# Curriculum and Activities Access



**Increasing access for disabled pupils' curriculum.**

Evaluate the curriculum opportunities such as clubs and trips to allow disabled children to access them.

**Risk Assessment**

Trips to be risk-assessed for disabled use and access onto trains/coaches etc.

**Access Points**

Ensure all exits are clear and wheelchair accessible.

**Evaluation**

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.

The school is committed to improving the physical environment through daily risk assessment by the site supervisor to check the environment is safe and accessible, ensuring improvements to the physical environment of the school and physical aids to access education.

# Information Accessibility

Improving the delivery of written information to disabled pupils is a key priority for our school.



## Evaluation of Information Delivery

We regularly evaluate how information is given to disabled children to ensure it meets their needs.



## SENCO Support

SENCO to advise SLT and office of any disabled persons' needs and assist them with the correct formats such as handouts, timetables etc. to allow them to access the curriculum/school information.



## Accessible Formats

Make written information that is normally provided by the school to its pupils and wider audience available to disabled pupils and stakeholders.



## Timely Provision

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.

This Accessibility Policy was updated in September 2025 and will be reviewed regularly to ensure we continue to meet the needs of all members of our school community.