

CHRIST THE KING CATHOLIC & CoFE PRIMARY SCHOOL



Accessibility Plan 2026–2029

I have come that they may have life and have it to the full (John10:10)

Policy Schedule	Date	Signed
Ratified by the Governing Body:	January 2026	Headteacher: Chair of Governors:
To be reviewed:	January 2029	

Christ the King School Accessibility Plan January 2029

Introduction/Context

1.1 The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and the SEND Code of Practice of September 2015. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- a) To increase the extent to which disabled students can participate in the school's curriculum.*
- b) To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.*
- c) To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.*

1. Purpose/Aims

2.1 The school's diverse and inclusive community will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions.

2.2 All students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.

2.3 To ensure all disabled students are fully involved in school life and are making at least expected progress.

2.4 To identifying barriers to participation and find practical solutions to overcoming these.

2.5 To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.

2.6 To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.

2.7 To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

1. Definitions

3.1 Definition of Disability (Equality Act 2010)

"A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities."

3.2 Definition of Special Educational Needs (SEND Code of Practice September 2015) 83

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

1. The Accessibility Plan

4.1 This plan summarises our development priorities in the three areas specified by the Equality Act (see context above). The school is also committed to making reasonable adjustments for individual students to ensure all students are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

a) Increase the extent to which disabled students can participate in the school's curriculum

4.2 Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the student and parents about proposed flexible arrangements.

4.3 The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

4.4 Our Special Educational Needs Policy, Local Offer and SEN Report outline the provision the school already has in place to support students with special educational needs and disabilities (SEND). This includes: Identification of SEND at a very early stage through meticulous liaison with appropriate feeder schools such as nursery schools, primary schools or high schools, supported by individual provision maps and the SEND register.

Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback.

Listening to students' and parents'/carers' views and taking them into account in all aspects of school life.

Awareness raising programmes for all students about the range of disabilities in the school, in particular creating a very supportive base for each disabled pupil.

Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.

Increasingly specialised in-class support or guidance from trained TLAs (Teaching and Learning Assistants) and Additional Educational Needs Teachers (AEN Teachers).

Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.

Specialist advice from other professionals (e.g., Speech and Language Therapist, School Nurse, Occupational Therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.

Special access arrangements for internal and external exams.

Specific target setting and monitoring to ensure all students with SEND make at least expected progress and accelerated progress in intervention groups.

Ready access for parents to staff, with partnerships supported by planned structured conversations and ongoing home-school liaison.

A structured and dedicated transition programme for vulnerable students

Specialist advice and guidance to support transition

Multi-agency support coordinated by the school's Inclusion teams in each year group.

Training for all staff from specialist autism provision staff on teaching and learning strategies for students with autism.

Further development

4.5 The School Development Plan sets out additional development priorities in this area. These include:

- . Create an inspiring curriculum model which meets the needs of all students.
- . Broaden choices to construct personalised pathways.
- . Develop high quality curriculum for lower ability students.
- . Develop more complex curriculum model.
- . Conduct annual curriculum reviews.
- . Reorganise non-classroom-based support staff to ensure effective context for continuing professional development.
- . Improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services, provided or offered by the school

b) The school environment already incorporates many features to ensure accessibility to students with disabilities.

4.6 These include:

- . Any lifts
- . Any ramps
- . A specialist SEND area, with small, quiet and calm learning spaces
- . Any disabled toilets
- . Features that improve acoustics
- . Customised furniture and/or equipment
- . Specialist resources, including digital technologies
- . Guiding in emergency evacuation.
- . Any automatic doors

4.7 In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual students' needs are met. Similar attention is given to how students' needs can be met on school journeys and visits.

Further development

4.8 The school carries out an accessibility audit every three years in advance of reviewing this policy. The last audit was undertaken by EA Audits Ltd.

4.9 The school is also committed to ensuring full accessibility in any future new build.

c) Improve the delivery to disabled students of information which is readily accessible to students who are not disabled

4.10 Teachers and TLAs consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of Interactive Whiteboards and other digital visual and audio information is now as common as written information.

4.11 In addition, the school makes the following available as appropriate:

- a) Differentiated resources with particular attention to reading age, plain English, images and layout.
 - b) Laptops and other digital technologies.
 - c) Coloured overlays for text.
 - d) Tactile resources.
 - e) Readers and/or scribes in exams, where appropriate
- 4.12 The following opportunities to improve further will be explored:

Further development

Opportunities provided by digital technologies.

Regular clear and relevant information to parents in home language if required.

1. Responsibilities

5.1 All staff are responsible for removing barriers to learning for disabled pupils.

5.2 All leaders are responsible for improving accessibility within their area of responsibility.

5.3 The Governing Body is responsible for the approval of this plan.

5.4 The Head teacher is responsible for ensuring the resourcing, implementation and updating of this plan.

5.5 The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

1. Review

6.1 This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every 3 years. The views of disabled students and parents will feed into the review.

Areas to improve	Reasons for objective. Key issues for the school. How the objective will be implemented and who will have responsibility for monitoring the progress of the objective	Timeframe	Progress
<p>Consider installing a drop-down shelf at the reception signing-in desk for wheelchair users. Install a portable hearing loop and clearly display the sign. Provide either signage or instructions from the reception area to the visitor's accessible toilet.</p>	<p>Purchase chair with armrests for main entrance. Ensure seating is well contrasted against the background upon which they are seen.</p> <p>Add appropriate signage.</p> <p>Enquire regarding the feasibility of lowering the desk and adding a hearing loop.</p> <p>LGB to monitor progress.</p>	<p>By the end of 2027</p>	<p>On going</p>
<p>Ensure ramps have two handrails. Install further handrails to outside steps where there are more than 3 risings and where needed. All steps with 3 or more risings should have handrails fitted on both sides.</p>	<p>Diocesan Building Consultants and Estates Manager to access the handrails.</p> <p>LGB to monitor progress.</p>	<p>Ongoing</p>	<p>Part of ongoing consultations with the Diocese and AHR</p>
<p>Accessible toilets to have coat hooks, shelf for belongings and a mirror at an accessible height. Accessible toilets to be fitted with flashing fire alarms. Accessible toilets to have emergency alarms with cords which are loose and can be reached from the ground. Staff to be trained in responding to the activation of an emergency from</p>	<p>Site Manager to add Coat hooks, shelf and mirror added to Accessible toilet.</p> <p>New alarm lights to be and emergency cord added.</p> <p>Once fitted staff training will take place.</p> <p>SBM/Site Manager</p> <p>LGB to monitor progress.</p>	<p>January 2027</p>	<p>On going</p>

within the accessible toilets.			
Review internal signage and ensure it is all in both uppercase and lowercase lettering. Consider adding an option in Braille	New doors throughout school will be installed by the end of 2025. New signage will be added at this point. LGB to monitor progress.	September 2027	On going
Provide at least one high backed chair in the staff room.	Purchase high back chair with armrests. LGB to monitor progress.	September 2027	On going
Provide training in disability awareness to staff, governors and pupils.	All staff and governors to complete Equality and Diversity Awareness on Smartlog. LGB to monitor progress.	Ongoing	On going