




**Christ the King Catholic Voluntary Academy**

**Accessibility Plan**

<b>Approved by Chair of Governors</b>	
<b>Date of Approval</b>	March 2021
<b>Date of review</b>	March 2024

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of this plan is to:

- Increase the extent to which disabled pupils are able to participate in the school curriculum;
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services provided or offered by the school;
- To improve the availability of accessible information to disabled pupils (This must be delivered within a reasonable time and in ways that are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.)

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Christ the King Catholic Voluntary Academy we aim to provide a secure, inclusive and purposeful environment to learn and work in. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to fulfil their potential.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

## 3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<b>Increase access to the curriculum for pupils with a disability</b>	CTK offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.	Training for specific staff including medical	Ongoing review of CPD.	Class Teacher SENDCo ICT co-ordinator	On going – cohort dependent	Curriculum is accessible to all – both physically and educationally following staff training.
		Use of ICT equipment to support learners.	Teachers to explore how ICT can benefit the learning of children e.g enlarging for VI children, headphones for ASD			Evidence of ICT equipment being used in lessons more effectively in termly lesson observation.

			children, Coloured screens for SPLD.			
	Currently implementing and delivering a physical development intervention programme in the infants	To offer physical development intervention programme for specific children	To collate a register of children who would benefit from the intervention	SENDCo EYFS Leader		Established a physical development intervention programme with assessment which identifies and show progression. Pre and post assessments
	School participation in school sports partnership inclusion activities and competitions - Parallel athletics	PE coaches to differentiate lesson planning to include all abilities of children.	Run appropriate clubs for children to attend including lunchtime clubs	SENDCo TA	Ongoing	Children attending a club regularly either at lunchtime or afterschool
<b>Improve and maintain access to the physical environment</b>	Specific children may require specific equipment and setting arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.	Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.	Class teacher SENDCo	Ongoing-enhanced transition planned for specific children.	Children have ongoing access to the classroom and facilities.
	There are steps on both sites that require ongoing maintenance in regards to repainting them yellow.	To improve the access into the buildings by painting or repainting steps yellow when appropriate.	School plans to improve access to designated areas over successive financial years.	SLT Governors	On going - 2024	Improved access to areas for people with all disabilities
<b>Improve the delivery of written information to pupils</b>	Staff are aware of non-verbal symbols and have received training.	Arrange a meeting to focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Use non-verbal symbols to label trays. Use visual timetables and calendars.	SENDCo Class Teacher TAs	On-going	Classroom environment and displays are accessible to all pupils

	Currently signs only have words on.	To improve signage around school including visual clues to aid visually impaired and EAL.	Use symbols to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms.	SLT SENDCo	Sept 2021	Information is displayed in a way accessible to all pupils
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#### 4. Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Body

#### 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## 6. Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Junior site has two stories Infant site has stairs to 2 Y2 classrooms	Risk assessment to take place to decide whether stairs are suitable.	SLT	Ongoing
Corridor access	Corridor access to Y6 disabled toilet has a fire door	Liaise with fire risk assessment to evaluate solutions	SLT	Ongoing
Entrances	All have disability access	Review and maintain.	SLT	Ongoing
Internal signage	Majority of doors have adequate signage.	Visuals on door signs to be reviewed	SBM	Ongoing
Emergency escape routes	All routes adequately labelled and routes are clear.	To be reviewed on a regular basis.	SLT	Ongoing
Exits from classroom doors	Y3 and Y6 class exits have a step.	Ramp access needed, check with whether a portable ramp is adequate and meets regulations.	SLT	Ongoing
Disabled toilet to have changing facilities	Currently has disabled access	Purchase changing facilities.	SLT	Ongoing

