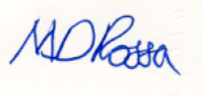




Christ the King Catholic Voluntary Academy

Accessibility Policy and Plan

Approved by Chair of Governors	
Date of Approval	March 2024
Date of review	March 2027

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.

Ensure all pupils can access the full curriculum and all pupils are supported to make better than expected progress.

Targets	Strategies	Time Frame	Success Criteria	Resources	Monitoring
Increase understanding of strategies to be used by teaching staff to ensure equal access to the curriculum.	Staff professional Development on effective lesson adaptation and development of independence for pupils identified as having a need, disability or find an aspect of learning challenging.	Termly	Termly staff meeting time	SEND and Deputy Lead and Subject Leader as part of termly monitoring	SEND Lead Deputy SEND Lead and subject Leader as part of termly monitoring
Provide a Nurture group / individual ELSA mentoring for children with additional social, emotional and behavioural needs.	Children to be identified with additional social, emotional or behavioural needs. Nurture / ELSA provision to be provided. Develop two members of support staff to be ELSA trained.	Ongoing throughout the academic year and 2023-4.	An increased level of opportunity for children with additional social and emotional needs to access curriculum because their additional needs are being appropriately supported.	2x £800 ELSA training	SEND Lead and ELSA
Ensure all pupils have a means to record reflections and learning.	-Purchase writing implements including pencil grips and triangular pencils, writing slopes -Use of laptops/technology if pupils are unable to use writing implement either short or long term -Use of coloured pages exercise books to support learners with visual dyslexia needs	Ongoing -resources always on site	All pupils can fully engage in all aspect of learning	£200 resources	AWh SEND Lead
Implement the requirements from the Education, Health and Care plan and reports from professionals	-Staff awareness training -Links with external agencies -6 weekly Pupil Outcome Plan Reviews	Half termly update of Pupil Outcome Plans	All pupils' needs are efficiently and effectively met	AWh/EG management time	SEND Lead and SEND Governor to review targets and progress towards these.

Improving the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services

Targets	Strategies	Time Frame	Success Criteria	Resources	Monitoring
To ensure visual signs and labels are incorporated in the school, classrooms and all learning environments.	Signs to be consistently used around the school (including communal areas) Visual timetables in place within all classrooms and accessible to individual children with additional needs.	Pentecost Term 2024	Visual signs used within all communal areas for all children as well as children with additional needs. All children are able to access the school timetable with support.	SEND budget	Headteacher and SEND Lead
To ensure the internal and external physical space is appropriate and accessible to all pupils. Use different colour schemes to ensure there is an easily discernible contrast between doors and walls for the benefit of visually impaired pupils.	The Annual SEND monitoring will include reviewing the physical environment and accessibility for all pupils and pupils with SEND.	As required annually	The internal and external learning environments are appropriately resources and accessible for all pupils, including pupils with SEND.		SEND Lead and SEND Link Governor Liaise with STA Director of Business Services as required.

Improve the availability of accessible information to pupils, staff, and parents with disabilities

Targets	Strategies	Time Frame	Success Criteria	Resources	Monitoring
<p>Improve the delivery of information to pupils with a disability</p>	<p>Provide written materials in large font for pupils who are visually impaired</p> <p>Make written material available via assistive technology used by pupils.</p> <p>When writing on the White board or using a display screen, visually impaired pupils will be invited to sit at the front of the class and teachers will use different colour marker pens to suit pupils' preferences, information on powerpoints provided in written form to support pupils with transfer of data.</p> <p>Use of Visual Cues – staff trained in widget symbols</p>	<p>Ongoing</p>	<p>Pupils are able to access and benefit from all written resources</p>	<p>SEND Budget</p>	<p>Headteacher Business Manager SEND Link Governor</p>
<p>Ensure that all newsletters and other written communication is clear and published in a font that is easy to read.</p>	<p>Headteacher / Office Manager to ensure majority of correspondence to be sent electronically or put on School website, so that parents can enlarge or change contrast on the screen</p>	<p>Ongoing</p>	<p>All parents able to access school information more easily</p>		<p>Headteacher</p>

4. Monitoring Arrangements

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

The plan will be monitored by the Premises team and the Family Inclusion Team

It will be approved by the Local Governing Body

The plan will be monitored by Ofsted as part of their inspection cycle.

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

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

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

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

