



ACCESSIBILITY PLAN

2022-2025



Christ the King Primary School

- ✦ To live & learn together in harmony.
- ✦ To grow & develop in Christ.
- ✦ To reflect God's love in all we do.



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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

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 staff and governors of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>ASC is a predictable need within the school. Therefore, staff training to ensure continued access for ASD pupils is necessary. Raise pupils awareness of ASD</p>	<ul style="list-style-type: none"> • General whole school training for the management of pupils with ASD (Bridge Outreach Support) • Specific training for staff who work directly with ASD • Yearly activities for Autism Awareness Week 	TL/KS/MMc	Summer 2024	<ul style="list-style-type: none"> • ASC children included in all lessons with appropriate resources and level of challenge. • Children have a greater understanding of ASC.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p>	<p>Children are coming into school with more complex and more children are requiring intimate care and</p>	<ul style="list-style-type: none"> • Create changing facilities in the EYFS disabled toilet • Ensure staff are aware and trained on 	TL/JL/NB	Autumn 2025	<ul style="list-style-type: none"> • All children to be included in the full school day • A safe environment for changing pupils

	<ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Sensory circuit equipment available • Sensory room available 	appropriate changing facilities	<p>the intimate care needs of individuals</p> <ul style="list-style-type: none"> • Seek professional advice, such as occupational therapist, on toileting needs of individuals • Ensure children have appropriate IC plans in place 			<ul style="list-style-type: none"> • Children able to access appropriate equipment to regulate and meet need
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	Improve access to information for parents, carers and visitors.	<ul style="list-style-type: none"> • Provide assistance when requested eg signing for hearing impaired. • Large print/ coloured buff paper used when requested • Information is posted upon the website. • Follow up telephone call for parents/carers who may need assistance to access written information. • Confidential information for admin staff to refer to. 	TL/VD	Summer 2025	<ul style="list-style-type: none"> • All parents/carers and visitors can access information.

4. Monitoring arrangements

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

It will be approved by the curriculum committee.

5. Links with other policies

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

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

This policy is reviewed every three years. It is due to be reviewed in Autumn 2025.