



CHRIST the KING

Catholic Primary School and Nursery with
The Ark, a Specialist Resource

“Loving Learning Growing together as Christ’s family”



Accessibility Plan

Management of policy

Policy owner	FGB
Approval level:	FGB
Date of next review	September 2026
Review cycle	Triennial
Type of Policy:	Non Statutory
Statutory Guidance	<i>See Legal Framework in policy</i>

Commitment to equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Accessibility Plan has been approved and adopted by the Governing Body on and will be reviewed in September 2026 Signed by Chair of Governors

Statement of intent

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Statement of intent

This plan outlines how Christ the King School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Parents.
- The headteacher and other relevant members of staff.
- Governors.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Accessibility Policy
- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND)
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO/Inclusion Manager will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are

appropriately supported.

- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Plan

The governing board will undertake an annual review of the Accessibility plan. The plan will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When reviewing the plan, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The plan will identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Objective	What	Who	When	Outcome	Review
Short Term	To support pupils with SEND to access the curriculum effectively	High staffing levels in classes, particularly those with high number of EHCPs. INSET provided to staff members and induction for new members of staff Training for teachers on scaffolding the curriculum Autism Awareness training delivered by AET lead	Headteacher, external advisors, SENCO and Inclusion Leader	ongoing	Staff members have the skills to support pupils with SEND effectively SEND pupils make similar progress to non-SEND pupils Pupils with EHCPs are able to access the curriculum at their level either in class	Summer 2023

		Subject leaders to carry out monitoring tasks with a focus on SEND provision and outcomes Ark Learning group provides small group provision for up to 10 members of the Ark Resource – with access to the mainstream class where appropriate. Small group provision for the Foundation Curriculum for pupils who have social and emotional needs through a Nurture group Small group provision for pupils who are non-verbal and have complex needs – Ducklings					
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Medium term	To ensure that curriculum trips and enrichment activities take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process Audit of trips and enrichment at the end of one academic year to see how they are adjusted for SEND pupils.	Teachers, SENCO/Inclusion Manager	Ongoing	Planning of school trips takes into account pupils with SEND	Summer 2024
Long term	To see how the use of ICT can support all pupils to access the curriculum effectively	Audit current provision – use of tablets, software, laptops. From the audit create a three year plan to introduce more ICT to support pupils. Computing Leader to liaise with SENDCo to find appropriate software for pupils to access the curriculum effectively, including pupils with a visual impairment. `	Headteacher, computing leader, ICT consultant	Autumn 2024	Pupils are able to access the curriculum using a variety of appropriate resources	Summer 2026

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	To ensure the physical environment is accessible, including pupils who require mobility aids and pupils with a visual impairment.	Audit of physical environment	Site Manager/SBM	Autumn 2023	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2024
Medium term	To ensure toilet facilities are accessible for all.	Audit of all toilet facilities, including nappy changing facilities – plan to implement any changes required	Site Manager/SBM	Summer 2024	Learning environment is accessible to pupils with visual impairments	Summer 2025

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short Term	To ensure written information is accessible to all	Audit of how information is adapted – language, font size, braille Plan to implement a range of access to information and ensure the community is aware of how they can request this.	Office	Spring 2024	School is aware of how current information is adapted and any gaps to be addressed.	Summer 2024
Medium term	School Website is accessible to all	Audit of website Provide written information in alternative formats	Headteacher/SBM	Autumn 2024	Website is fully accessible	Summer 2025

Long term	To ensure that systems are in place so information can easily be accessible to parents/pupils/staff with new disabilities	Ensure Office staff can alert the inclusion team if new adaptations have to be made and everyone is clear about who does what, including how this is shared with the relevant parent/pupil/staff member	SBM/Inclusion Leader	Summer 2025	Systems will be in place to quickly adapt information when there is a new pupil/parent or staff member with a new disability or accessibility need.	Summer 2026

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is September 2026. Changes to this plan will be communicated to all staff members and relevant stakeholders.