Christ the King Catholic Academy & St Cuthbert's Catholic Academy

Accessibility Plan

Review Due: November 2026

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, school governing bodies have had three key duties towards pupils with a disability, under part for of the DDA:

- Not to treat pupils with a disability less favourably for a reason related to their disability;
- To make reasonable adjustments for pupils with a disability, so that they are not at a substantial disadvantage;
- To plan to increase access to education for pupils with a disability.

This plan sets out the plan of the Academy Board to increase access to education for pupils with a disability in the three key areas required by the planning duties of the DDA:

- Increasing the extent to which pupils with a disability can participate in the curriculum;
- Improving the environment of the school to increase the extent to which pupils with a disability can take advantage of the education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who do not have a disability.

It is a requirement that the Academy's Accessibility Plan is resourced, implemented, reviewed and revised appropriately. This plan contains a set of action plans showing how the Academy will address the priorities identified in the plan.

Definition of disability

Disability is defined by the DDA in this way:
"A person has a disability 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 carry out normal day to day activities."

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The purpose and direction of the school's plan: Vision and Values
At Christ the King Catholic Academy and St Cuthbert's Catholic Academy, we are committed to giving all our pupils and staff every opportunity to achieve the highest of standards. We offer a broad and balanced curriculum and have high expectations for all pupils and staff. We promote the achievement and individuality of all our pupils irrespective of ethnicity, attainment, age, disability, gender or background. This plan is to be read in conjunction with the academy's Equality objectives, Teaching and Learning Policy, Health and Safety Policy, Special Educational Needs Policy and the Behaviour Policy, all published on the school's website.

We are also committed to offering an increase in access to the **curriculum** for pupils with a disability, ensuring that those with a disability are as, equally, prepared for life as are those pupils who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum.

We aim to be an inclusive school and actively seek to remove any barriers to learning that can hinder or exclude pupils. This means that equality of opportunity must be a reality for all our children:

- Girls and boys
- Minority ethnic and faith groups
- Children needing support to learn English as an additional language
- Children with special educational needs
- Children who are vulnerable.

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil and staff data
We currently have children and staff from a range of backgrounds with a variety of needs such as Asthma, diabetes, eczema, hearing impairment, visual impairment, and epilepsy.

We liaise closely with parents and professionals to ensure we provide the right care for their needs. We also collect information from Early Years and other educational settings prior to pupils starting in Reception (or at other times in the year) so that we are prepared for their needs when they begin school. We offer regular access to Occupational Health for our school staff.

MAIN PRIORITIES OF THE PLAN
We take advice on support for pupils with disabilities and work with experts to ensure children have the necessary support to include them fully in the life of the Academy.

The Action Plan ensures that:

- The Academy draws on the expertise of external agencies to provide specialist advice and support
- The SENDCo has an overview of the needs of pupils with a disability
- There are high expectations of pupils with a disability
- There is appropriate deployment and training of learning support staff
- Successful practice is shared within the Academy and between partner schools
- This plan is reviewed annually
- Pupils, staff, parents and directors are consulted on the outcome and progress of the accessibility plan ensuring its development

Improving the physical environment of the school

As set out in the Equality Act 2010 [paragraph 3 of section 10] school plan to prepare:

- Where appropriate, an increase to the extent to which disabled pupils can participate in school's curriculum
- Where appropriate, an improvement to 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 benefits, facilities or services offered.
- Where appropriate, an improvement to the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

Access to the Physical Environment				
Targets	Strategies	Timescale	Responsibility	Success criteria

Academy aware and acts upon the access needs of all children, staff, parents and directors with a disability	• Create access plans for children, staff, parents and directors when required • Parents' questionnaire to establish access needs of parents/carers ● Dissemination of relevant information to all staff, parents and pupils	As required Induction of new staff/directors Annually + on admittance of NRAs	DFS and SS Senior Leader and SS Senior Leader & SS	Healthcare plans in place for pupils, risk assessments in place for all others Staff and directors and Parent/carer access needs met Staff awareness of access issues Less near misses in car park entrance area Annual Accessibility
Ensure all pupils/staff and visitors, with disability, can be safely evacuated	• Ensure Personal Emergency Evacuation Plan in place for pupils with SEND as appropriate • Annual review to ensure all staff are aware of their responsibilities in the case of an emergency evacuation • Egress routes visual check done daily ● Access to wheelchairs	Annually and as necessary Wheelchairs maintained annually	DFS Line managers & SS	All pupils with disabilities and staff working alongside them are safe in the event of a fire. PEEP assessments completed and action taken for those with a disability Site safe for exit by pupils and staff with a disability

	Christ the King only: Evacuation support using EVAC chair [available at SMCA]			
CTK only: Ensure safe access and evacuation to 'The Meadow' portacabin.	• Access ramps fitted and steps to the fire door. • Fire door alarmed [in case child opens] • Evacuation plans/processes added to the whole school plan. • Radio access • Possible telephone connected. • Outside gates push button, quick release	Maintenance checked termly	Site team Site team - tested termly SS AMS Site team	Ramps and steps in place Alarm fitted [tried and tested] Specific added to plans Radio in place Telephone lines [TBC] use of mobiles allowed.

Access to the Curriculum				
Targets	Strategies	Timescale	Responsibility	Success criteria
Ensure accessibility of access to IT resources	• Alternative hardware/software	Annually and as necessary	DFS, AM or Class Teacher	Hardware and software meet needs of all pupils

	resources available to ensure access to curriculum			
Classroom teachers and support staff appropriately trained in supporting SEND	• Audit of specific staff need through appraisal • CPD provision on basis of need	Annually and as necessary	DFS and SS	Increased staff confidence and quality of their SEND support
Ensure involvement of all pupils in full curriculum including PE and educational visits	• Ensure venues are assessed for suitability of provision • Information gathering and provision to parents/carers on accessible extra-curricular sports provision • EHCP support for additional support for extra-curricular clubs	Ongoing Annually and as necessary Completed as part of Annual Reviews	Class teachers/EVC DFS or PE Lead DFS	All children take full part in whole curriculum Parents/Carers aware of sports provision outside of school for pupils with a disability Increased participation of pupils with disability in extra-curricular provision
High quality T&L provision for pupils with SEND	• Regular targeted monitoring of achievement and T&L provision for pupils with SEND	Ongoing	DFS	Increase in achievement of children with SEND Use of Support Matrix [where applicable]

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Access to Information				
Targets	Strategies	Timescale	Responsibility	Success criteria
Information to parents and carers is accessible	• Audit access needs with Parents through questionnaire • Review need for provision of letters in other languages esp. Polish and other languages •Guidance to staff on accessible information	Annually and as necessary	DFS with support from EAL team, senior leaders and IT teams.	All parents and carers receive information in a format they are able to understand. Information provided by staff is clear presented, including to parents/carers with a SEND
Inclusive discussion of access to information in all annual reviews	• Following Graduated approach strategies including all professionals and parents.	Review dates issued in September for that academic year. Annually and as necessary [adapted to suit individual needs; person centered approach].	DFS	Staff aware of parental/child preferred methods of communication