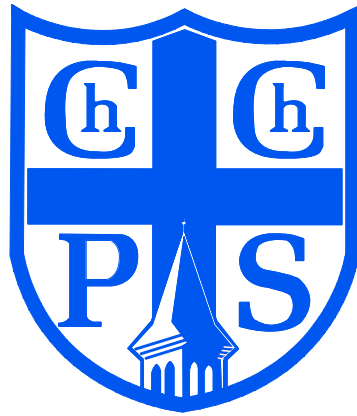




Accessibility Plan

2026–2029

Christ Church CE Primary and Nursery School

Plan period: September 2026 – August 2029

Date approved: September 2026

Review date: September 2027

Policy lead: SENDCO – Mrs Turner

1. Purpose

At Christ Church we are committed to ensuring that our school is welcoming, inclusive and accessible to all pupils, parents, carers, staff and visitors.

This Accessibility Plan sets out the actions we will take over the next three years to improve accessibility for disabled pupils and adults within our school community. The plan focuses on the three areas required by the Equality Act 2010:

1. **Increasing access to the curriculum** for disabled pupils.
2. **Improving the physical environment** of the school to increase access to education, facilities and services.
3. **Improving access to information** for disabled pupils and, where appropriate, parents and carers.

Schools are required to prepare and implement an accessibility plan and to keep it under review, revising it where necessary.

This plan should be read alongside our:

- Accessibility Policy;
- SEN Information Report;
- SEND Policy;
- Safeguarding and Child Protection Policy;
- Equality Policy;
- Supporting Pupils with Medical Conditions Policy;
- Health and Safety Policy; and
- Educational Visits Policy.

The plan will be reviewed annually and formally refreshed at the end of the three-year period.

2. Our Accessibility Vision

We want every child to be able to participate fully in school life, regardless of disability or additional need. We will work with pupils, parents and carers to identify barriers to participation and will consider reasonable adjustments where required. Our approach recognises that accessibility includes much more than physical access. It includes ensuring that pupils can:

- enter and move around the school safely;
- access teaching and learning;
- participate in play and recreational activities;
- access trips, visits and enrichment activities;
- understand information and instructions;

- communicate with staff and other pupils;
- access school information;
- participate in assessments and examinations where applicable; and
- remain safe during emergencies.

The school will consider individual needs rather than assuming that one adjustment will meet the needs of everyone.

3. Current accessibility arrangements

The school already has a number of arrangements in place to support accessibility.

Physical access

- The front entrance is suitable for disabled access.
- Access to the lower section of the school from ground-floor level is available via a slope in the main corridor.
- External access to the rear of the school is available from both ground-floor and lower-ground-floor levels.
- The existing ramp from ground-floor level to the playground at lower-ground-floor level has been widened and resurfaced.
- There is a dedicated Blue Badge parking space next to the entrance door.
- The entrance from the car park has a level threshold.
- An internal ramp provides access towards the lower-ground-floor level.

Access and safeguarding

- Children and parents/carers use the school gates during the normal arrival and collection periods of 7.45am–9.00am and 3.20pm–6.00pm.
- The gates are closed during the school day.
- A security system controls access to the building.
- Parents/carers use the front entrance when bringing in or collecting children or when attending a prior appointment.
- Staff have access codes for the front entrance between 7.00am and 6.00pm.

These arrangements are designed to balance accessibility with the school's safeguarding responsibilities.

Sensory access

The school will make reasonable adjustments for pupils with visual or hearing impairments. Depending on individual need, this may include:

- Braille;
- large-print materials;

- verbal explanations or information being read aloud;
- accessible electronic resources;
- visual information;
- clear written instructions;
- appropriate seating and positioning;
- assistive technology;
- communication support; and
- staff training where appropriate.

4. Three-year action plan

A. Curriculum Accessibility

Objective	Actions	Success Criteria	Timescale	Responsibility	Monitoring
Ensure pupils with disabilities can access the curriculum	Review reasonable adjustments required by individual pupils and record these within appropriate SEND planning	Pupils can access lessons and participate in learning activities with appropriate adjustments	Year 1 and ongoing	SENCO / Teachers	SENCO review
Ensure teaching resources are accessible	Encourage staff to use appropriately formatted, clear and accessible resources, including visual, auditory and electronic formats	Teaching resources are adapted where necessary and pupils can access lesson materials	Year 1–3	SENCO / Curriculum Leaders	Learning walks / book scrutiny
Improve access for pupils with visual impairments	Identify individual visual-access needs and arrange appropriate adaptations, such as large print, Braille, verbal descriptions or assistive technology	Pupils with visual impairments can access learning materials and classroom activities	As required	SENCO / Class Teacher	Individual pupil review
Improve access for pupils with hearing impairments	Provide clear written and visual instructions and consider classroom positioning, background noise	Pupils with hearing impairments can access teaching and classroom	As required	SENCO / Class Teacher	Pupil and parent feedback

Objective	Actions	Success Criteria	Timescale	Responsibility	Monitoring
	and communication support	communication			
Develop staff confidence in supporting accessibility	Provide staff with appropriate information/training relating to identified pupil needs, including sensory needs and communication methods	Staff understand individual adjustments and can implement them confidently	Years 1–3	SENCO / Headteacher	Staff feedback
Ensure assessment is accessible	Review assessment arrangements and make appropriate reasonable adjustments in line with individual needs	Pupils can demonstrate their knowledge and understanding without avoidable accessibility barriers	Years 1–3	SENCO / Assessment Lead	Assessment review
Improve accessibility of educational visits	Include accessibility considerations when planning trips, visits, residentials and enrichment activities	Disabled pupils are able to participate as fully as possible in educational visits	Years 1–3	Educational Visits Lead / SENCO	Visit planning
Support participation in physical education and play	Review equipment, activities and environments to identify reasonable adjustments	Disabled pupils are able to participate in PE, play and physical activities wherever reasonably possible	Years 1–3	PE Lead / SENCO	Curriculum monitoring
Ensure accessibility is considered when purchasing resources	Consider accessibility and compatibility with assistive technology when purchasing new curriculum resources and equipment	New resources do not unnecessarily create accessibility barriers	Years 1–3	SLT / Curriculum Leads	Procurement review

5. Physical Environment

Objective	Actions	Success Criteria	Timescale	Responsibility	Monitoring
Maintain accessible entrances	Continue to monitor the front entrance and ensure that the level threshold and access arrangements remain suitable	Disabled pupils, parents, carers, staff and visitors can access the building safely	Years 1–3	Headteacher / Site Manager	Premises checks
Maintain accessible routes around the school	Regularly inspect slopes, ramps, corridors and routes between different levels of the school	Accessible routes remain safe, clear and usable	Ongoing	Site Manager	Termly premises checks
Maintain the widened and resurfaced playground ramp	Monitor the condition of the ramp and address wear, damage or other hazards promptly	Ramp remains safe and suitable for access	Ongoing	Site Manager	Premises inspections
Maintain accessible rear access	Ensure external routes to the rear of the school from ground-floor and lower-ground-floor levels remain accessible	Pupils and adults can access the rear areas using appropriate routes	Years 1–3	Site Manager	Site inspections
Maintain Blue Badge parking	Keep the dedicated Blue Badge parking space available and clearly identified	Accessible parking remains available close to the entrance	Ongoing	Headteacher / Site Manager	Site checks
Provide individual access arrangements for disabled	Make prior arrangements with disabled staff who require assistance with	Staff can enter the building safely and with dignity	As required	Headteacher	Staff feedback

Objective	Actions	Success Criteria	Timescale	Responsibility	Monitoring
staff	car park access				
Consider accessibility when developing the school estate	Review proposed changes to buildings, classrooms, playgrounds and external areas for accessibility implications	Accessibility is considered before significant physical changes are made	Years 1–3	Headteacher / Governors / Site Manager	Project reviews
Improve emergency accessibility	Review emergency evacuation arrangements for pupils, staff and visitors with disabilities	Individual emergency arrangements are identified where required and staff understand them	Year 1 and ongoing	Headteacher / SENCO / DSL	Fire drill review
Maintain safe access alongside safeguarding arrangements	Ensure security arrangements do not create unnecessary barriers for disabled visitors or pupils	The school remains secure while maintaining appropriate accessibility	Years 1–3	Headteacher / DSL	Safeguarding review
Consider sensory accessibility	Identify environmental factors such as lighting, noise and classroom layout that may create barriers for individual pupils	Reasonable environmental adjustments are made where appropriate	Years 1–3	SENCO / Site Manager	Individual reviews

6. Access to Information

Objective	Actions	Success Criteria	Timescale	Responsibility	Monitoring
Provide information in accessible formats	Respond to individual requests for alternative formats, considering the	Parents, carers and pupils can access important school information in	Ongoing	Headteacher / Admin Team / SENCO	Feedback

Objective	Actions	Success Criteria	Timescale	Responsibility	Monitoring
	person's disability and preferences	an appropriate format			
Improve access for pupils with visual impairments	Provide large print, electronic, Braille or verbally presented information where appropriate	Pupils receive information in a format they can access	As required	SENCO / Teachers	Pupil review
Improve access for pupils with hearing impairments	Provide clear written instructions and visual information alongside spoken communication where appropriate	Pupils with hearing impairments can understand key information and instructions	Ongoing	SENCO / Teachers	Pupil feedback
Improve accessibility of school documents	Review key documents to ensure they are clear, well-structured and available in accessible digital formats where appropriate	Key school information is easier to access and understand	Years 1–3	SLT / Admin Team	Annual document review
Improve digital accessibility	Consider accessibility when producing or procuring digital resources, websites and online communication	Digital information can be accessed by the widest possible range of users	Years 1–3	SLT / Digital Lead	Annual review
Make parents aware that alternative formats are	Include a clear statement on school communication	Parents know who to contact when they need	Year 1	Admin Team / SENCO	Website/document check

Objective	Actions	Success Criteria	Timescale	Responsibility	Monitoring
available	s and/or website explaining how parents can request accessible information	information in another format			
Respond appropriately to individual communication needs	Work with families and relevant professionals to identify appropriate communication support	Individual communication needs are identified and reasonable adjustments made	As required	SENCO / Headteacher	Individual review
Develop staff awareness of accessible communication	Share guidance with staff about clear communication, visual support and accessible written information	Staff use accessible communication practices consistently	Years 1–3	SENCO / SLT	Staff monitoring

7. Staff training and awareness

The school recognises that successful accessibility depends on staff understanding the needs of individual pupils. Over the three-year period, the school will:

- provide staff with information about the accessibility needs of individual pupils;
- provide appropriate training where a pupil's needs require specialist knowledge;
- develop staff awareness of visual and hearing impairments;
- ensure staff understand reasonable adjustments;
- ensure staff know how to access the SEN Information Report and SEND Policy;
- ensure staff understand their safeguarding responsibilities in relation to disabled pupils; and
- provide additional training where a new pupil's needs require it.

Training will be proportionate to the needs of the school and individual pupils.

8. Safeguarding and Accessibility

Accessibility planning will be closely linked to safeguarding. The school will ensure that accessibility arrangements do not compromise the safe supervision of pupils or the security of the building. Particular consideration will be given to pupils who may require additional support during:

- fire evacuation;
- lockdown procedures;
- movement around the school;
- arrival and collection;
- school trips;
- changes of classroom;
- break and lunchtime;
- assemblies and performances; and
- other emergency or unusual situations.

Where an individual pupil requires additional arrangements, these will be agreed with the pupil and parents/carers where appropriate and recorded through the school's relevant SEND, medical or safeguarding arrangements. All staff will continue to follow the school's **Safeguarding and Child Protection Policy**.

9. Parent and Pupil Involvement

The school recognises the importance of listening to pupils and families when identifying accessibility barriers. We will seek feedback through:

- conversations with pupils;
- parent/carer meetings;
- SEND reviews;
- individual support planning;
- questionnaires or surveys where appropriate;
- staff feedback; and
- feedback following trips, visits and activities.

Where an accessibility concern is raised, the school will consider the concern and identify appropriate reasonable adjustments wherever possible.

The views and preferences of disabled pupils and their parents/carers will be considered when determining how information and support should be provided.

10. Links to the SEN Information Report and SEND Policy

This Accessibility Plan does not replace the school's SEND arrangements.

The **SEN Information Report** provides detailed information about how the school identifies and supports pupils with SEND. The **SEND Policy** sets out the school's approach to identifying, assessing and supporting pupils with special educational needs and disabilities. The Accessibility Plan provides the longer-term strategic framework for removing or reducing barriers to disabled pupils' participation in:

- the curriculum;
- the physical environment; and
- access to information.

The DfE identifies the accessibility plan as one of the documents schools should maintain alongside their SEN Information Report and equality information.

11. Resources and Funding

The school will consider the resources required to implement this plan through its normal budget-setting and school improvement processes. Where appropriate, the school will consider:

- school funding;
- SEND resources;
- premises and capital funding;
- advice from the local authority;
- specialist services;
- assistive technology;
- specialist equipment; and
- other appropriate sources of support or funding.

The Equality Act requires responsible bodies to have regard to the need to allocate adequate resources when implementing accessibility plans.

12. Monitoring and Evaluation

The Accessibility Plan will be monitored throughout the three-year period. At least annually, the school will review:

- progress against the actions;
- whether actions have had the intended impact;
- new accessibility barriers;
- changes in pupil needs;
- feedback from pupils and parents/carers;

- changes to the physical environment;
- accessibility of curriculum provision;
- accessibility of information; and
- relevant changes to legislation or DfE guidance.

Actions may be amended, added or brought forward where circumstances require.

At the end of the three-year period, the school will undertake a full review of the plan and use the findings to inform the next Accessibility Plan. The school will ensure that the plan remains a live document rather than simply a three-year list of actions.

13. Three-year priorities at a glance

Year 1 – Establish and strengthen

Priority: Identify barriers and ensure existing arrangements are effective.

Key actions:

- Review physical access arrangements.
- Check ramps, slopes, entrances and accessible parking.
- Review emergency arrangements for pupils and adults with disabilities.
- Audit curriculum accessibility.
- Review accessibility of key school information.
- Ensure parents know how to request information in an alternative format.
- Identify staff training needs.
- Review accessibility of educational visits.
- Ensure individual reasonable adjustments are clearly recorded and communicated.

Success measure: The school has a clear understanding of current accessibility arrangements and identified barriers, with appropriate actions in place.

Year 2 – Develop and improve

Priority: Build on Year 1 findings and improve provision.

Key actions:

- Implement identified physical improvements.
- Develop staff confidence and training.
- Improve accessibility of curriculum resources.
- Strengthen digital accessibility.
- Review assistive technology and equipment.
- Gather pupil and parent feedback.

- Review accessibility of play, PE and enrichment activities.
- Review the effectiveness of alternative communication and information formats.

Success measure: Identified accessibility barriers are being reduced and pupils with disabilities are participating increasingly fully in school life.

Year 3 – Embed and Evaluate

Priority: Embed good practice and prepare the next Accessibility Plan.

Key actions:

- Evaluate progress against the three-year plan.
- Review the physical environment again.
- Review curriculum accessibility.
- Evaluate accessible communication and information systems.
- Gather feedback from pupils, parents/carers and staff.
- Review staff training and identify future needs.
- Review accessibility considerations within school improvement and estates planning.
- Identify priorities for the next three-year Accessibility Plan.

Success measure: Accessibility is embedded within the school's everyday practice, policies and planning, with clear priorities identified for the next plan.

The plan will be formally reviewed and renewed at least every three years, or earlier if significant changes occur.

Executive Headteacher: __Stefan Roos__

Site Manager: __Lee Crocker__

SENCO: __Lucy Turner__

Date of next annual review: __September 2027

Date of next full review: September 2029