

# Accessibility plan



**Churchdown School Academy**  
ACHIEVING SUCCESS FOR ALL

Date ratified by governors:	02 July 2025
Date due to be reviewed:	01 June 2027
Person responsible:	Ms J Hilton

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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 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

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 so that we can enact our school mission of achieving success for all.

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, the complaints 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 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 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"><li>• Our school offers a differentiated curriculum for all pupils</li><li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li><li>• Curriculum resources include examples of people with disabilities</li><li>• Curriculum progress is tracked for all pupils, including those with a disability</li><li>• Targets are set effectively and are appropriate for pupils with additional needs</li><li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li></ul>	The SENCo with their link senior leader will review the use of learning passports by all teaching staff and learners to ensure the curriculum is accessed by all pupils	SENCo JSH	On-going	All attainment and attendance data is significantly above national average for all pupils

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled parking bays</li> <li>• Access to all toilets and changing facilities</li> <li>• Adaptations made to help those who are visually impaired navigate the school site safely</li> </ul>	SENCo to work closely with the school site team to ensure modifications that can be made are	SENCo JSH AJH DJC	On-going	All pupils report that they are able to access our school site well via Student Voice
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	SENCo will ensure all resources are accessible to all pupils	SENCo JSH	On-going	All pupils are able to access the curriculum and flourish in school. This evidence is recorded via review meetings and Student Voice

## 4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Ms J Hilton.

It will be approved by the governing board.

## 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
- SEND policy
- Supporting pupils with medical conditions policy