



Accessibility Plan

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Approval:	Local Committee	Author:	Acting Principal
Local approval:	Local Committee	Local author:	P Grundy
Next Review Date of Template Policy:	September 2027		

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments
1	03.03.25	A Grimmond	n/a	Replaced CCG document control sheet with GST template

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1. Principles

Schools are required under the Equality Act 2010 to have an accessibility plan. This plan sets out the proposals of how Christ's College will seek to increase access to education for disabled students in the three areas required by the planning duties in the Equality Act 2010:

The purpose of the plan is to:

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

We are committed to the inclusion of all students. Every individual is valued, and their achievements celebrated. We aim to treat all of our students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

We support the entitlement of all students to a broad and balanced curriculum.

Each student is helped to achieve their maximum potential by identifying and meeting their needs and by overcoming potential barriers to learning.

The plan will be made available online on the school website, and paper copies are available upon request.

Our college 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 college'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.

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

In addition, this policy takes account of the following policies:

- Children's and Families Act 2014
- The Special Educational Needs and Disability Act (SENDA) 2001
- Education Act 2002, Education Act 2011
- Education (Special Educational Needs Coordinators) (England) Regulations 2014

The SEN and Disability Act 2001 as well as the Equality Act 2010 ensure the Local Committee has a duty towards disabled students:

- Not to treat disabled students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled students
- Keeping Children Safe in Education, September 2021

3. Site Accessibility

- Christ's College has disabled access to all of its facilities. There is disabled access and parking at the front of the building and students can access the lift to get to all classrooms. Where students have restricted mobility, this is risk assessed and alternative arrangements are made to ensure students/staff can access the curriculum
- Christ's College has a medical suite with separate washroom facilities. There is also a non-gender specific toilet. This area has full disabled access to the college's car park/reception area, and to the internal corridors/classrooms
- Designated parking for Blue Badge Holders is available at the front of the college
- There are some additional washroom facilities on site designed specifically for disabled individuals to access
- All classrooms have the space to have an adjustable table for disabled students. In practical subjects such as Food and Nutrition, areas have been installed to allow disabled students to access the equipment, for example, the counter and the sink have been lowered
- Christ's College will continue to take into account the needs of its students, staff and visitors when planning and undertaking future site developments, for example, improvements to access, facilities, lighting, acoustics and colour schemes

In order to make continued improvements for students, Christ's College will:

- Conduct an annual review of incidents reported via the School Business Manager (SBM) regarding required site improvements, incidents and near misses, and also essential maintenance works
- Ensure that all areas have a full and in date Risk Assessment, and that a dynamic risk assessment is carried out at the very least when conducting ad hoc work
- Ensure that all students requiring a Personal Emergency Evacuation Plan (PEEP) have one in place, in order to safely evacuate a building in the case of an emergency
- Ensure compliance with the Trust's Medical Conditions Policy



4. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for students with a disability	Our school offers a differentiated curriculum for all students.	<p>Short Term</p> Staff are continuously trained to employ Quality First Teaching (QFT) strategies in the first instance in response to individual needs	Curriculum resources include examples for people with disabilities. Curriculum continually adapted in response to changing needs as informed by the	CLT/ SENDco/ Teachers	Ongoing	Learning Walks and book scrutiny ensure this is embedded in lessons
	We use resources tailored to the needs of students who require support to access the curriculum.	All staff have the relevant training from outside agencies where appropriate, to support the specific needs of some of our most vulnerable students. This should include accessibility of equipment and activity	SENDCo/SEND leads Plan and deliver bespoke training opportunities with outside agencies when the need arises	SENDCo/ Teachers	Ongoing	
			Invest in resources such as ICT for students to use in the classroom.	SENDCo/ CLT	Ongoing	

	<p>Curriculum progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all students. The school liaises with the Local Authority and primary schools regarding children with specific needs each annual intake.</p> <p>The school identifies students who may need additional / alternative provision each intake after liaising with primary schools and the Local Authority</p>			SENDCo/ CLT		<p>Students are making expected or better progress. Staff are confident at using suggested strategies, and students benefit from an adapted delivery of curriculum appropriate to needs</p> <p>Students have access to resources to meet their needs</p>
		<p><u>Medium Term</u> Staff receive the relevant CPD in order to meet students' needs</p> <p>Performance Management and further professional</p>	<p>Employ staff willing to undertake a specialism and provide the relevant CPD</p> <p>Staff are required to make a SEND performance</p>	<p>SENDCo</p> <p>CLT/Line Managers</p>	<p>Spring Term</p> <p>Appraisals – End of</p>	<p>Staff training and qualifications in place to ensure the learning and physical needs of all students are met</p> <p>School focus on SEND and improved SEND provision</p>

		learning needs identified Line Managers advise and direct training needs for staff	management target for themselves, annually. identified SEND confidence questionnaire and CPD requests logged	CLT/Line Managers/ SENDCo	Autumn Term Ongoing	Staff feel knowledgeable to teach a range of SEND in the classroom.
		<u>Long Term</u>	Investigate funding and strategic plan for lower ability students /SEMH students to access the curriculum To make the school ASD/Attachment friendly wherever possible.	SENDCo	2022	Interventions and staff are in place to support students of varying abilities who may have complex additional needs, and those with SEMH
Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required. This includes: <ul style="list-style-type: none"> ● Ramps ● Lift ● Corridor width ● Accessible parking bays ● Accessibility toilets and changing facilities ● Seating ● Desks PEEPs are in place for specific students	<u>Short Term</u> Students with specific needs have all of the appropriate equipment and furniture necessary for them to make progress	Audits undertaken of students with physical needs	Progress Leaders/ SENDCo/ Office Staff/ Medical Lead	Spring Term Now	Students can fully access the school site and feel safe

		<p>Personal evacuation plans for identified vulnerable students. Timetables for identified students are checked to ensure designated classrooms in each subject area are accessible both in size and positioning in the school building</p>	<p>Ensure that PEEPs for specific students are in place and staff know how and how often to access these TAs informed of which students they are responsible for in an emergency situation. PEEP forms stored with emergency evacuation information</p> <p>Staff are continuously informed of all students with mobility issues and create a suitable timetable to meet their need.</p>	SENDCo	<p>Ongoing</p> <p>Ongoing</p>	<p>All student who require PEEPs have them in place</p> <p>Staff are aware of students with PEEPs and what their responsibility would be in an emergency</p> <p>PEEPs are kept with other emergency evacuation paperwork</p> <p>Medical updates and list maintained and distributed regularly, so timetables can be considered.</p>
		<p><u>Medium Term</u></p> <p>Staff to ensure their rooms allow for inclusive practice</p>	<p>Classroom audit undertaken by teachers to ensure best practice for all students</p>	Class Teachers	Summer Term	<p>Teachers identify areas of concern in their classroom environment and alert appropriate staff, so issues can be resolved</p>
		<p><u>Long Term</u></p>	<p>Continue to ensure the physical needs of students are considered when changes are planned</p>	CLT/ Business Manager/ SENDCo/ Teachers	Ongoing	<p>All staff and students can fully access all buildings</p>

5. Monitoring arrangements

This Accessibility Plan will be monitored annually by the Local Committee, and reviewed and approved every three years.

6. Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Academy Admissions Policy
- Behaviour for Learning
- Complaints
- Educational Visits
- Equality Policy (Students)
- Examinations Procedures
- First Aid
- Health and Safety
- Medical Conditions Policy
- Risk Assessment Policy
- SPACE (Personal, Social, Health, Careers, RE and Citizenship Education) Social Studies
- Special Educational Needs and Disabilities Information Report
- Special Educational Needs and Disabilities Policy
- Social, Moral, Spiritual and Cultural Development (SMSC)
- Teaching and Learning