



CHRIST CHURCH

Church of England Secondary Academy

Accessibility Plan

Our mission statement

Through valuing every individual, as made in God's image, we will **learn, flourish, and celebrate truth.**

Purpose of this policy

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 students with SEND 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 children with SEND.

Date of last review:	April 2023	Author:	Director of SEND
Date of next review:	September 2025	Owner:	Headteacher
Type of policy:	<input type="checkbox"/> Trust-wide <input checked="" type="checkbox"/> Contextual to school	Approval:	Local Academy Board
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Contents

- Our mission statement1
- Purpose of this policy1
- 1. Introduction2
- 2. Legislation and guidance2
- 3. Related policies, guidance, and statute3

1. Introduction

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Christ Church, Church of England Secondary Academy as part of a multi-academy trust, BDMAT, is committed to promoting equality and diversity and promoting a culture that actively values difference and recognises that people from different backgrounds and experiences can bring valuable insights to school and the workplace and enhance the way we work.

We are fully inclusive and welcome anyone, from any background, who wants an education informed by Christian values and beliefs. Tolerance, inclusivity, and community cohesion underpin the Christian Ethos of the academy, in which every individual is given the opportunities to flourish. We believe every individual is important, so we make every effort to meet the unique learning needs of all students, regardless of their background, past achievements, disabilities, stage of English language acquisition and regardless of their faith. Strengths and related successes are celebrated and areas for development are supported to ensure that all students make excellent progress.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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 the Birmingham Diocesan Multi Academy Trust.

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 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.

Accessibility plan

Aim	Current Good Practice	Success criteria	Actions to be taken	Timelines and Person Responsible
<p>To increase access to the curriculum for students with SEND.</p>	<p>CCSA offers a broad and differentiated curriculum for all students. We use resources tailored to the needs of students who require support to access the curriculum including practical elements. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>As CCSA grows and new key stages begin, the curriculum is annually reviewed to ensure it meets the needs of all students. Staff will be fully equipped with the right strategies to SEND and this will ensure that students can access all information delivered in lessons.</p>	<p>To support sensory needs through liaison with an Occupational Therapist (OT) to provide necessary advice, training and interventions.</p> <p>To support additional communication needs through liaison with the speech and language therapy (SaLT) service to provide necessary programmes and advise on strategies within the classroom to support children with speech, language and communication needs.</p> <p>All students on the SEND register will have a detailed 'one-page profile' which clearly outlines the teaching strategies and communication methods that should be used to help them to make progress in</p>	<p>SENDCo – Ongoing</p> <p>SENDCo – Ongoing</p> <p>SEND team - Ongoing</p>

			<p>their identified areas of need. Further advice sought from specialist external staff around specific needs of students.</p> <p>To liaise with specialist support staff and train staff within the SEND team to ensure that we have the expertise and capacity within the team to provide the support that our SEND students require.</p> <p>Audit of experience and training as well as CPD that is required.</p>	<p>SEND team - Ongoing</p> <p>SENDCo - Ongoing</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Planned access routes with ramps • Elevators • Suitable corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>As CCSA grows and more of the building and site are used for educational and recreational activity ensure that our facilities continue to meet the access needs of students as required.</p> <p>Students will have full access to the physical environment of the school.</p>	<p>Collate information from feeder primary schools and external agencies to ensure that the necessary equipment is purchased in time for September induction.</p> <p>Develop risk assessments and Personal emergency evacuation plans (PEEPs) for specific students.</p>	<p>SENDCo and Site team - Ongoing</p> <p>SENDCo and Site team - Ongoing</p>

	<ul style="list-style-type: none"> • Height adjustable desking in all curriculum areas and communal spaces such as the library. • Resources and access to facilities at an appropriate height for all students. • Subject Teachers ensure that appropriate seating plans are in place to support students with SEND in their access to each room. • Assistive technology in place to support those requiring alternative means of recording. 	<p>Identified students are aware of their PEEP. Completed PEEPs in place for all identified students. All students with sensory or mobility difficulties are able to navigate successfully around school safely.</p>	<p>Staff are continually informed of all students with a disability and the difficulties they may face with access within certain rooms. Staff are informed of students requiring word processors for their lessons.</p>	<p>SEND team - Ongoing</p>
<p>Improve access to information, support and advice to parents of students with SEND.</p>	<p>Website is updated with SEN information report and access to support services for parents as well as local SEND offer.</p> <p>SEND coffee mornings to allow parents to have a</p>	<p>Parents and students to feel heard and have an active role in the development of the SEND policy and communication.</p>	<p>Continue important SEND updates and support services through weekly school bulletin.</p> <p>Annual parental feedback surveys</p>	<p>SENDCo – Ongoing</p> <p>SENDCo – Ongoing</p>

