



## Christ Church Upper Armley C of E Primary School Policies & Procedures

### Accessibility Plan

<b>Approved on</b>	14 <sup>th</sup> October 2025
--------------------	-------------------------------

<b>Approved by</b>	<b>Local Governing Body</b>
--------------------	-----------------------------

<b>Last reviewed on</b>	20 <sup>th</sup> September 2022
-------------------------	---------------------------------

<b>Next review due</b>	18 <sup>th</sup> September 2028
------------------------	---------------------------------

**Contents**

1. Aims..... 3

2. Legislation and guidance ..... 3

3. Action plan ..... 4

4. Monitoring arrangements ..... 8

5. Links with other policies ..... 8

Appendix 1: Accessibility audit..... 9

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

Christ Church Upper Armley aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

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 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, this 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 at 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 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>We currently work with external agencies to support pupils with hearing impairment and those needing support.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Short term: To ensure all students are able to access a full and varied curriculum aiming for aspirational targets in order to stretch and challenge. Regular review of support plans and timetables ensure that access is practicable and access is available throughout the upper floor of the school with external access to the lower floor.</p> <p>Medium term: For a greater number of pupils to have individual support to achieve their full potential.</p>	<p>Termly reviews to identify pupils with accessibility issues</p> <p>Consideration of room locations for the coming academic year</p> <p>Ensure access to appropriate learning resources</p>	<p>SLT / SENDCo</p> <p>SLT / SENDCo</p> <p>SENDCo</p>	<p>Annually in July/ongoing</p> <p>Annually in July/ongoing</p> <p>Annually in July/ongoing</p>	All children throughout school will be able to access the curriculum.

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramp</li> <li>• Disabled toilets and changing facilities</li> <li>• Timetabled changes e.g. lunch time</li> </ul>	<p>Medium Term: As budgets allow to install finger guards on doors and doors that comply with DDA.</p> <p>To consider a flashing light system to work alongside the fire alarm.</p> <p>To consider the possibilities of lifts for stair access if the need arises for pupils or staff.</p>	<p>Finger guards to be added to all doors, as needed.</p> <p>The fire alarm will be linked up to a flashing light system.</p>	<p>Sendco/SLT</p> <p>Sendco/SLT</p> <p>Sendco/SLT</p>	Annually in July/ongoing	School will be fully accessible for all pupils, staff and families.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Personalised hearing devices</li> </ul>	<p>Short term:</p> <p>To maintain and monitor existing provision to ensure good access to relevant information for all pupils</p> <p>Medium Term:</p> <p>To develop initiatives to aid accessibility to</p>	<p>Update software regularly</p> <p>Install new programmes for pupils – as appropriate</p> <p>Develop home-school links using SEE-SAW</p> <p>Staff and parent training to ensure full</p>	<p>SENDCo</p> <p>SLT</p> <p>Learning Mentor</p> <p>TAs</p>	Annually in July/ongoing	

	<ul style="list-style-type: none"> <li>• Pictorial or symbolic representations</li> <li>• Personalised support plans</li> <li>• Pastoral support</li> <li>• Differentiation within the classroom and adaptation of work from support staff</li> <li>• Annual reviews for pupils with SEND</li> <li>• Transition planning and support</li> </ul>	information for pupils in each year group	accessibility			
<p><u>New aim added Sept 2022</u></p> <p>To create an inclusion room to be accessed by children 1:1 and in small groups.</p>	The school offers in-class interventions for children as required. Children are supported with teacher and support assistant led activities. Teachers monitor the progress of children on the SEND register with half termly reviews.	An additional Area of Provision is created within school to be accessed by children on the recommendation of outside professionals to undertake tailored interventions.	Identify an area of school to site a new provision area. Set up the room with resources to meet the needs of children accessing the room.	Sendco/SLT	ACHIEVED Nov 2022	A new Area of Provision will be available for children to use to access additional interventions, with adult support.
<p><u>New aim added Sept 2025</u></p> <p>To develop a dedicated Sensory</p>	The creation of the Inclusion Room provided additional capacity in 2022 but has become overfull. Too many children requiring 1:1 sensory	<p><i>Medium term objective</i></p> <p>To create/build a dedicated a new space within school to provide</p>	Identification of a suitable space to locate the hub.	Headteacher & Facilities Manager	Autumn 2025 achieved	A designated space within the school is developed and resourced as a

<p>Hub within the school to meet the needs of our highest tariff SEND pupils.</p>	<p>programmes are using the Inclusion Room meaning it is not available for its original intended use. Teachers and support staff try hard to implement sensory programmes within their classes to ensure children receive the support they need.</p>	<p>a calm, structured and sensory-rich environment that supports regulation, reduces anxiety and promotes engagement in learning. The sensory hub will be equipped with appropriate resources and staffed by trained adults to deliver tailored sensory interventions and individual regulation programmes.</p> <p><i>Long term</i></p> <p>Children will be supported with sensory targets provided by Occupational Therapists, Physiotherapists or included within EHCPs.</p>	<p>Planning permission obtained.</p> <p>Sensory hub space built.</p> <p>Sensory equipment purchased.</p> <p>Staff access appropriate training.</p> <p>Children begin to access the sensory hub</p>	<p>Headteacher &amp; Facilities Manager</p> <p>Facilities Manager</p> <p>Headteacher, SENDCo, School Business Manager</p> <p>SENDCo</p> <p>SENDCo</p>	<p>Autumn 2025 achieved</p> <p>Spring 2026</p> <p>Summer 2026</p> <p>Summer 2026</p> <p>Autumn 2026</p>	<p>Sensory Hub.</p> <p>The hub is equipped with appropriate sensory, regulation and therapeutic resources matched to pupils' needs. Identified pupils have access to personalised sensory plans supported by trained staff.</p> <p>Staff report improved pupil readiness for learning and reduced incidents of dysregulation.</p>
---	--	--	--	---	---	---

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher.

## **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 (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy



## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One upper storey	Consider internal access. The building is accessible using external walkways		
Corridor access	Narrow corridors			
Lifts	None			
Parking bays	None			
Entrances	Front and back doors	Both doors are heavy and would benefit from push button entry pads		
Ramps	There is a ramp giving access to the main corridor	This only gives access to the main hall without use of steps		
Toilets	Adequate staff and pupil toilets Disabled toilet on upper level			
Reception area	Accessible at ground level			

Internal signage	Running man signage Direction of exit signage First Aid signage			
Emergency escape routes	Adequate, signed exits			