



Christ the King
Catholic Voluntary Academy

Accessibility Statement/Plan

Last Review: February 2026

Next Review: July 2027



Summary

Under the Equality Act 2010, all schools must have an Accessibility Plan. This law replaced earlier equality legislation, including the Disability Discrimination Act, but its main purpose remains the same: schools must treat every pupil fairly and cannot discriminate because of their sex, race, disability, religion or belief, or sexual orientation.

At Christ the King, we are committed to making sure that all students, families, staff, and visitors feel welcome, included, and able to fully participate in school life. Our approach is guided by the Equality Act 2010 and our Catholic values of love, care, and respect for every person. We aim to remove any barriers that may prevent students with special educational needs and disabilities from learning, growing, and thriving. The school actively promotes positive action in accordance with the Equality Act 2010 and aims to develop a culture of inclusion, support, and awareness.

This Accessibility Plan has been developed in line with the school's Special Educational Needs Policy, with the aim of ensuring that the school remains both socially and academically inclusive. All students should have access to a full curriculum and be appropriately challenged.

Our Accessibility Plan specifically sets out how the school intends to:

- Increase access to the curriculum for students with disabilities,
- Improve the physical environment for greater accessibility,
- Improve the delivery of information to students with disabilities.

We recognise and celebrate the individuality and diversity of every student, and we are committed to providing the highest quality education and support for all students. Every pupil is entitled to a broad, balanced, relevant, and accessible curriculum that gives them the opportunity to learn, grow, and thrive. We maintain high expectations for all pupils, helping them achieve their full potential, develop independence, and be prepared for adulthood. We know that the quality of teaching has the greatest influence on students' progress, so we invest in staff training, resources, and monitoring to ensure an inclusive learning environment. Our approach to adaptive teaching ensures that lessons are both accessible and appropriately challenging for pupils of all abilities. Teachers adjust their strategies to meet the diverse needs of the classroom, while keeping the focus on achieving the learning goals for each child.

It is our aim to ensure that all resources and SEND support and provisions are being used effectively and efficiently within school in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- Keeping staff fully informed of the SEND needs of pupils, including sharing progress reports, medical information, and teacher feedback
- Provides regular professional development on SEND awareness and inclusive teaching methods
- Makes full use of classroom facilities and space
- Ensures in-class support is used effectively and the curriculum is adapted where needed. The school provides alternative curriculum pathways and nurture groups to support students with complex needs, ensuring they acquire the qualifications and life skills necessary for success.
- Provides individual or small-group support where beneficial
- Sets appropriate individual targets that motivate pupils and celebrates achievement at all levels
- Listens to pupils' views and incorporates them into all aspects of school life.



The school currently has a range of adaptations to meet sensory and physical needs, including:

- Appropriate seating, acoustic conditioning, and lighting,
- Adaptations to the physical environment
- Adaptations to school policies and procedures
- Access to alternative or augmentative communication
- Provision of tactile and kinaesthetic materials
- Access to low-vision aids
- Access to specialist aids, equipment, or furniture
- Regular access to specialist support

In addition to general provisions, the school will make reasonable adjustments for individual students to ensure full participation in school life and the removal of barriers to learning. Adjustments may include:

Building and Grounds

- Audio-visual fire alarms,
- Assistance with guiding.

Teaching and Learning

- Specialist equipment,
- Additional staff support,
- Electronic or manual note-takers,
- Readers for pupils with visual impairments.

Communication Methods

- Communication equipment,
- Sign language interpreters, lip-speakers, or deaf-blind communicators,
- Induction loops or infrared systems,
- Videophones,
- Readers for pupils with visual impairments.