



## Accessibility Plan for 2026

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| <b>Plan Leader</b>    | <b>Mrs C Jones</b>  |
| <b>Last Updated</b>   | <b>January 2026</b> |
| <b>Date to Review</b> | <b>Annually</b>     |



## **ACCESSIBILITY PLAN FOR 2026**

### **Mission Statement**

*“Love one another as I have loved you” (John, 15)*

We believe that Jesus Christ and his Gospel Call – to love God and all people – are at the heart of what we do.

He inspires us, as children of God, to uphold the dignity of each individual.

We strive to develop a community in Christ which fully supports all in achieving their potential – spiritually, academically and personally

## **CHRIST THE KING ACCESSIBILITY PLAN JANUARY 2026**

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

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.

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

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.

### **Current Good Practice**

Christ the King Catholic High School currently demonstrates a strong commitment to supporting students with disabilities in accessing the curriculum. The school offers a differentiated curriculum tailored to meet the diverse needs of all students, including those with disabilities, ensuring that lessons and resources are adapted accordingly. Progress for students with disabilities is systematically tracked, and individual targets are set to support their academic growth. The curriculum is regularly reviewed to maintain its relevance and accessibility. The school environment has been adapted to meet accessibility needs, including ramps, suitable corridor widths, disabled parking bays, and appropriate toilet/changing facilities. Communication methods are varied and inclusive, with internal signage, large-print resources, and pictorial representations used to ensure information is accessible to all students. However, given the recent Ofsted findings highlighting the need to improve curriculum ambition and inclusivity, especially for disadvantaged and SEND students, the school recognises the importance of further enhancing provision so that students with disabilities can fully participate and thrive within the curriculum.

## Objectives and Action Plan

| Objective  | Actions to be taken  | Success Criteria   | Responsible Person                            | Timeframe |
|--|--|--|---|-----------|
| 1. Increase the extent to which students with disabilities can participate in the curriculum | <ul style="list-style-type: none"> <li>- Conduct detailed audit of current curriculum accessibility for students with disabilities across all subjects.</li> <li>- Provide targeted professional development for teachers on inclusive teaching strategies and curriculum differentiation.</li> <li>- Implement curriculum adjustments where needed.</li> <li>- Develop and embed effective assessment practices to identify and address learning gaps for students with disabilities.</li> <li>- Ensure all students, including those with disabilities, have access to the full national curriculum</li> </ul> | <ul style="list-style-type: none"> <li>- Curriculum audit completed with action points.</li> <li>- Evidence of teacher training attendance and application of inclusive strategies.</li> <li>- Improvement in student engagement and progress data for disabled students.</li> <li>- All students with disabilities accessing broad and balanced curriculum.</li> <li>- SEND student passports and used to adapt teaching.</li> <li>- Positive feedback from students and parents about curriculum accessibility.</li> </ul> | SENDCo,<br><br>Heads of Department<br><br>SLT | Ongoing   |

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|  | as appropriate.<br>- Regularly review and update SEND student profiles to inform teaching and support.   |   |                           |                 |
| 2. Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided | - Review current physical accessibility and identify any additional adaptations needed to improve access to all curriculum areas.<br>- Ensure all teaching spaces are appropriate to support disabled students.<br>- Maintain and regularly check existing facilities such as ramps, toilets, and parking bays.<br>- Consult students with disabilities and parents on physical environment needs. | - Accessibility review report with identified improvements.<br>- Positive student feedback on ease of access within the school.<br>- No reported barriers to physical access in curriculum areas.<br>- Regular maintenance records show facilities are fully operational. | Site Manager, SENDCo, SLT | Review annually |
| 3. Improve the availability of accessible information to students with disabilities  | Audit current communication methods and materials for accessibility.<br>- Develop and provide more resources in accessible   | - Clear audit report and action plan for improving accessible information.<br>- Increased range of accessible materials available.  |                           | Ongoing         |

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|  | <p>formats (e.g., Braille, large print, audio, symbolic representations).</p> <ul style="list-style-type: none"> <li>- Train staff in communication methods tailored to students' needs.</li> <li>- Ensure all school communication (including digital platforms) comply with accessibility standards.</li> <li>- Establish a system for students and parents to request information in preferred accessible formats.</li> </ul> | <ul style="list-style-type: none"> <li>- Staff trained in accessible communication.</li> <li>- Positive feedback from students and parents on availability and clarity of information.</li> <li>- Requests for accessible formats are met promptly and effectively</li> </ul> |  |  |
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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 student with disabilities faces in comparison with a student without disabilities.