



Churchill Park Academy (Children Progressing to Adulthood)

## Churchill Park Academy Accessibility Plan

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### 1. Aims – *Churchill Park Academy Accessibility Plan*

This Accessibility Plan is underpinned by the Equality Act 2010. It is informed by our core values of:

- **Communication** – ensuring access to all through multimodal methods.
- **Independence** – fostering self-reliance through accessible resources and spaces.
- **Inclusion** – removing barriers to participation and celebrating diversity.

#### **Purpose of the Plan:**

1. Increase the extent to which disabled pupils can participate in the curriculum.

2. Improve the physical environment to support access for disabled pupils.
3. Improve the delivery of accessible information.

**Vision Statement:**

Churchill Park Academy aims to provide inclusive, respectful, and empowering education to all pupils. We strive to create an environment that supports every student's right to achieve their potential, through inclusive learning environments and accessible information.

The plan is available on our website and in printed form on request. Staff are trained in equality, disability, and inclusive communication practices. The school collaborates with external partners and encourages stakeholder feedback as part of ongoing development.

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## **2. Legislation and Guidance**

This plan complies with the following:

- **Equality Act 2010** – Schedule 10
- **SEND Code of Practice**
- **DfE Equality Act 2010 guidance for schools**

Definitions of disability include long-term physical, mental, sensory or health conditions (e.g., epilepsy, diabetes, autism, cancer). The school must make 'reasonable adjustments' to mitigate disadvantage.

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### 3. Accessibility Action Plan

#### Overview of Core Values Integration:

Core Value	How it's Embedded
Communication	Staff training in Makaton, use of Widgit/symbols, soundfield systems
Independence	Technology for self-access, mentoring, personal learning goals
Inclusion	Differentiated curriculum, adapted signage, accessible environments

#### Full Action Plan Table

Aim	Current Practice	Objectives	Actions	Person Responsible	Completion Date	Success Criteria
<b>Increase access to the curriculum</b>	Differentiated curriculum, tailored resources, multi-pathway learning, EHCP-focused	Ensure learning is personalised, inclusive and fosters independence	Ongoing communication training (Makaton), adaptive resources, training in GBL, sensory processing, self-regulation	SLT, SALT, OT, Physio, pastoral communication team.	Ongoing	Pupils achieve PLG'S and EHCP targets and access curriculum with increasing independence
<b>Improve delivery of information</b>	Use of visual, symbolic and bespoke tech and a total communication approach	Ensure information is clear, accessible and reinforces inclusion and total communication	Update where required signage using widget, imprint switch-activated displays, training for staff	Site Manager, SLT, IT Technician, pastoral team.	Summer 2026	All displays and signs inclusive and correctly placed
<b>Improve access to</b>	Tablets, interactive whiteboards, high	Support all learners to access technology	Ensure enough devices available; train staff in	SLT, IT Team, pastoral	Autumn 2025	All pupils access appropriate devices

<b>Aim</b>	<b>Current Practice</b>	<b>Objectives</b>	<b>Actions</b>	<b>Person Responsible</b>	<b>Completion Date</b>	<b>Success Criteria</b>
<b>technology</b>	tech AAC, switches etc.	for communication and learning	all technology needed.	communication.		independently where possible
<b>Maintain physical access</b>	Ground-level access, ramps, auto-doors, wide corridors, DDA-compliant	Ensure the school site promotes independence and dignity	Weekly site walks; adapt features where necessary	Site Manager, SLT, business manager	Ongoing	Site remains fully accessible and compliant

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## 4. Monitoring Arrangements

This document will be reviewed every 2 years, or more frequently if circumstances require. Accessibility audits and stakeholder consultations inform each review.

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## 5. Links with Other Policies

- Equality Policy
- SEND Policy
- Curriculum Policy
- Behaviour Policy
- Health and Safety Policy
- Complaints Policy

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## 6. Accessibility Audit

<b>Feature</b>	<b>Description</b>	<b>Responsibility</b>	<b>Monitoring</b>
<b>Stories</b>	Single-storey, fully ground-level	N/A	N/A
<b>Corridor Access</b>	2m+ width, level	Site Manager	Weekly checks
<b>Lifts</b>	N/A	N/A	N/A
<b>Parking Bays</b>	6 disabled bays (front and side), 9 bus bays	Site Manager	Regular inspections
<b>Entrances</b>	Ground-level DDA compliant with auto-doors	Site Manager	Maintenance checks
<b>Toilets</b>	6 accessible toilets	Cleaning Team	Daily checks
<b>Reception Area</b>	DDA-compliant, sliding doors, wide waiting area	Cleaning Team / Site Manager	Daily
<b>Internal Signage</b>	Widgit, Moon, braille clear numbering	SLT & Site Manager	Regular site walks
<b>Evacuation Routes</b>	Plans visible, exits unobstructed, termly drills	Site Manager / SLT	Weekly checks + termly drills
<b>Play Equipment</b>	Ramp accessible	Site Manager	Regular safety checks

## Policy Details

<b>Detail</b>	<b>Information</b>
Person Responsible for the Policy	Headteacher
Date Last Reviewed	July 2025
Review Date	September 2026
Is this Policy to appear on the school website	Yes

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