



Christ Church
CE Primary School

Growing and Learning Together in Christ

Christ Church C.E. Primary

Part of The Sycamore Trust

Accessibility Plan

Growing and Learning Together in Christ

Miss E Sutton - September 2026

Growing and learning together in Christ



School's Vision and values:

Our vision is theologically rooted in a quote from the letters of Peter where we are encouraged to show GRACE in all we do, GROW both spiritually and intellectually and impart and use our KNOWLEDGE to fulfil our lives both at Christ Church and beyond.

Peter 3:18 “But continue to grow in the grace and knowledge of our Lord Saviour Jesus Christ.”

“Growing and Learning Together in Christ” has been the underpinning ethos at Christ Church for many years. This is linked to our foundation as a Christian Sunday School established by our founder Jesse Haworth. He aimed for the community we serve to be provided with the opportunity to learn about the teachings of Jesus and how this then shapes them in developing “life in all its fullness,” (John 10:10)

Our learning community is built on the core values of:
Kindness, Hope, Perseverance, Respect, Love and Wisdom.

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- He or she has a mental or physical impairment
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities

Aims:

- To increase the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
- To ensure the physical environment of the school is accessible for all with mobility issues, sensory impairments or restricted height
- Improving the availability of accessible information to disabled pupils

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the school office

Review and Evaluation

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Christ Church will address the priorities identified in the plan. The plan will be reviewed annually or in response to need.

Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice	Actions to be taken	Person responsible	Date to be actioned by	Success Criteria
Increase access to the curriculum for pupils with a disability	Ensure OAIP is appropriate for all learning styles and needs Ensure a bespoke balanced curriculum “Where are we going and who will we meet?” is being taught.	Liaise with specialists to ensure children have access to equipment and appropriate resources. Make reasonable adjustments to ensure all children participate in all subjects	All staff	July 2027	All staff more aware of the needs of different learners and the impact on OAIP Pupils make good progress and access all subjects.
	Ensure all staff and pupils are aware of, and able to use assistive technology software and resources	Audit all ICT and resources used to support teaching and learning. Monitor the use of assistive technology in class and the impact on learning	All staff	July 2027	All staff are aware of the software and resources available to them to support teaching. Pupils are aware of resources available to support their learning opportunities.
	To ensure people with disabilities are	Ensure our curriculum of “Where are we	All staff	July 2027	Children can talk knowledgably

	represented in our curriculum and as a role model in which to aspire to	going and who will we meet?" reflects a broad spectrum of people including those with disabilities.	Subject coordinators		about the achievements of disabled people in our society.
Improve and maintain access to the physical environment	Classrooms are organised to support the learning needs of children.	Classroom environment seeks to support the needs of all learners to promote independence and a classroom conducive to learning.	All staff	July 2027	Classrooms support the learning needs of all pupils
	The environment is adapted to the needs of pupils as required. This includes: Ramps, disabled toilets, coloured marking to identify ramps/steps	A rolling maintenance programme of work to ensure the environment is suitable and safe for all who use it.	Site manager	July 2027	The physical environment is safe and accessible.
Improve the delivery of written information to pupils with a disability	Ensure all resources in classrooms have a visual and a written label to promote independence in the classroom.	Ensure all resources in classrooms have a visual and a written label to promote independence in the classroom.	All staff	Ongoing	All signs/displays around school are accessible to all. Key information is accessible to all.
	Continue to ensure all pupils have access to a visual timetable to help them structure and organise their day.	Visual timetables displayed and changed daily as part of the school's "non-negotiables" for the classroom environment.	All staff	Daily	Visual timetables understood and used effectively to support pupils' emotional health and well-being.

Section 3: Access audit

Feature	Description	Actions to be taken
Number of storeys	All classrooms are single storey. Ramps or steps provide access into school.	Maintenance of the steps and ramps are inspected termly through part of the environment checks by the Site Manager. Coloured markings used to outline steps and ramps
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be kept tidy and free from obstruction.
Parking bays	Parking bay is clearly marked. Disabled parking bay provided at front of school	Ensure all bays are clearly marked
Entrances	The entrances to school are clearly identified with appropriate signage. Entrance to school is well lit.	Ensure signage to school is well maintained and accessible for all
Ramps	All main exit and entrance point has ramp to enable access for wheelchair users.	Ensure ramps are well maintained with fluorescent paint identifying the edges.
Emergency escape routes	Labels clearly displayed throughout school. Consistent signage is used on all escape routes. Meeting point clearly signed PEP's in place for children and staff with specific need	Continue to ensure signs are maintained and consistent across school.
Reception area	Access to reception clearly signed. Large reception area created. Office staff available daily to support parents and visitors.	Ensure entrance maintained to make it warm and inviting for parents and visitors.
Access to school for parents/visitors	Access routes are clearly labelled.	Access to grounds under review – gates for cars