



CHRIST'S COLLEGE, SUNDERLAND
Emmanuel Schools Foundation

Accessibility Policy and Plan

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1. Our Vision

Each person in our schools is valued, challenged, and inspired, being '*made in God's image*' and therefore infinitely precious, morally responsible and gifted for a purpose. Founded on faith, hope and love, and inspired by Christ, we pursue excellence in character development, learning across the curriculum, and service to our communities. We provide a caring, Christian ethos of character for the entire school:

CHARACTER Education

We build good character. We learn about good character, why it matters and how to develop it.

CURRICULUM Excellence

We are determined to achieve a personal best. We provide a broad, ambitious curriculum that ensures excellent student learning, progress, and future destinations.

COMMUNITY Engagement

We serve with gratitude. We use our gifts to benefit our community and environment.



We have woven our seven core virtues within our practice in order to deliver our vision. They are:



Love: We act selflessly, with kindness and compassion, for the good of others.



Wisdom: We exercise good judgement; seeing and doing what is true and good.



Fairness: We treat everyone fairly and justly, the way we would like to be treated ourselves.



Self-Control: We control our desires, not letting our desires control us.



Courage: We are determined to achieve what is worthwhile even in the face of difficulty.



Humility: We avoid arrogance, being realistic about our strengths and weaknesses.



Integrity: We are honest with ourselves and others, so that our words and actions agree.

2. Aims and Objectives of the Policy

The aim of the Accessibility Policy is to ensure that all students have full access to the curriculum and to the College and specifically that:

- Disabled students, staff and stakeholders are not treated less favourably
- The College shall make reasonable adjustments for all students, staff and stakeholders including disabled students, staff, and stakeholders
- The needs of disabled students, staff and stakeholders are accommodated in the environment, as far as is reasonably practical.

3. Definition of Disability

Disability is defined within the Equality Act 2010: *"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to do normal daily activities."*

- **'Substantial'** is more than minor or trivial – e.g., it takes much longer than it usually would to complete a daily task like getting dressed
- **'Long-term'** means 12 months or more – e.g., a breathing condition that develops as a result of a lung infection.

The policy and plan is drawn up in accordance with the planning duty in the Equality Act which includes education. Under the act, schools have a duty to make reasonable adjustments for disabled people. This can be summarised as follows:

- Where something a school does places a disabled student at a disadvantage compared to other students then the school must take reasonable steps to try and avoid that disadvantage
- Schools will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the student faces in comparison to non-disabled students.

Schools are not subject to the requirement of reasonable adjustment duty concerned with making alterations to physical features because this is already considered as part of their planning duties.

In accordance with the Act, the College will carry out accessibility planning for disabled students. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010. We will implement accessibility plans which are aimed at:

- Increasing the extent to which disabled students can participate in the curriculum
- Improving the physical environment to increase the extent to which disabled students can take advantage of education and associated services
- Improving the delivery of information to disabled students which is provided to students who are not disabled. This should take account of views expressed by the students or parents about their preferred means of communication.

We will also have regard to the need to provide adequate resources for implementing plans and will regularly review them.

N.B. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan. OFSTED inspections may include a school's accessibility plan as part of their review.

4. Principles

The College recognises its duty to:

- Ensure that compliance with the Equality Act is consistent with the Emmanuel Schools Foundation (ESF) Equality Policy (Schools); its Equal Opportunities Policy; the operation of the College's SEND policy and any other policy that has a focus and impact on its disabled students, staff, and other stakeholders
- Not discriminate against disabled students, staff and stakeholders in admissions and exclusions or in provision of education and associated services
- Not treat disabled students, staff, and stakeholders less favourably
- Make reasonable adjustments to avoid putting disabled students, staff, and stakeholders at a substantial disadvantage
- Publish an Accessibility Plan.

5. The Accessibility Plan

In performing their duties and developing the Accessibility Plan, the leadership of Christ's College and Emmanuel Schools Foundation will have regard to their duties to disabled people under the Equality Act to make reasonable adjustments and, where it is reasonable, to provide auxiliary aids.

The College will provide all students with a balanced curriculum, adjusted to meet the needs of individual students by:

- Setting suitable learning challenges
 - Responding to students' diverse learning needs
 - Providing appropriate support and scaffolding
 - Overcoming potential barriers to learning and assessment for individuals and groups of students
- Accommodating the needs of disabled staff and stakeholders as far as is reasonably practical

The above will all be carried out whilst still preserving an aspirational curriculum

5.1. A three-year Accessibility Plan will be drawn up in consultation with the students, parents, staff, and visitors, including disabled students, parents, staff, and visitors. They will review and audit the three areas:

- College Buildings
- College Curriculum
- Information the College provides

The Plan will be approved by the Board of Governors.

5.2. At the College we are committed to providing a fully accessible environment which, in line with the Equality Act 2010 values and includes all students, staff, parents and visitors regardless of their sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. We are further committed to

challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

5.3. The following areas will form the basis of the Accessibility Plan with relevant actions to:

- Improve access to the physical environment of the school including facilities provided within the classroom
- Incorporate reference to accessibility within curriculum planning documents and within Schemes of Work
- Improve the delivery of information to students, staff, parents, and visitors with disabilities.

It is acknowledged that there will be need for ongoing awareness raising and training for all staff and students in the matter of disability discrimination and the potential need to inform attitudes on this matter.

5.4. The Accessibility Plan should be read in conjunction with the following policies, strategies, and documents:

- ESF Equalities Policy
- Health & Safety
- ESF Equal Opportunities and Diversity
- Special Educational Needs
- Behaviour Management
- Child Protection and Safeguarding
- Bullying

The Plan will be monitored through the Principal and the Board of Governors.

6. Access to the Plan

The plan (Appendix 1) will be made available upon request to any current parent or prospective parent who requests it. We will also hand the plan to any parent of a disabled child who makes an enquiry about a place for their child at the College. The plan will also be made available to any member of staff or applicant for a post at the College who requests it.

The plan will be shared with senior management and will inform relevant aspects of the College's development plan. The plan will be made available to upon request.

7. Monitor and Review

The Accessibility Plan will be monitored every year by the designated person and the SENDCO.

This policy will be reviewed at least every two years and more frequently if there are changes in any relevant legislation.

Appendix 1 – Christ’s College 3 Year Accessibility Plan

Examples are given for guidance only. The College will do their own auditing and review as outlined in 5.1 of the Accessibility Policy.

Improving physical access:

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff, governors, and parents/ carers	- Ensure the school staff & governors are aware of access issues (<i>‘access’ meaning ‘access to’ and ‘access from’</i>) - Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process - Ensure staff and governors can access areas of school used meetings - Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school - Ensure a PEEP (<i>Personal Emergency Evacuation Plan</i>) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired	As required	- SEND objectives are in place for disabled pupils, and all staff are aware of pupils’ needs. - All staff & governors are confident that their needs are met. - Continuously monitored to ensure any new needs arising are met. - Parents have full access to all areas of school - PEEPs are prepared and reviewed as individual needs change
Maintain safety for visually impaired people	- Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges - Check exterior lighting is working on a regular basis - Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate - Check flashing beacons that signal fire alarm activation regularly	Annually, and as new children join the school throughout the year	- Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year. - Regular fire alarm and evacuation test runs with all college students and staff.
Ensure there are enough fire exits around school that are suitable for people with a disability	- Ensure staff are aware of need to keep fire exits clear - Ensure fire exits are clearly visible and marked - All classrooms to have a fire evacuation plan which marks out the nearest fire exits for that particular space	Daily	All disabled personnel and pupils have safe exits from school
Accessible car parking	- Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school. - The gates into the playground can be opened to allow people with mobility issues/ wheelchairs to access the main school building	On going	There is a place for disabled members of staff and visitors to park throughout the school day.
All enrichment activities are planned to ensure that they are accessible to all children	- Review existing provision to identify who is / isn’t taking part - Talk to children who are not participating to identify barriers	Reviewed termly when new enrichment	A greater uptake of enrichment activities from all students.

	• Include clubs in the programme that are attractive and accessible to all children	activities are offered	
Evacuation Chair training	• Training is Delivered yearly as a refresher to all staff • All staff are aware of children who have a PEEP and know where to access this information	Yearly	• Ability to use the equipment should it be required to evacuate the building. For example, in the case of a fire.
All teaching and non- teaching staff are aware of the particular needs of HI and VI students	• Training for all staff in the September staff inset and half termly reminders. • Staff will have updates, if any, on these children and be directed to their support plans.	Inset, Sept CPD Oct	• Support plans adhered to by all staff to ensure a holistic access to the curriculum for students with HI or VI.

Improving curriculum access:

Target	Strategies	Timescale	What will success look like?
All school visits and trips need to be accessible to all pupils	• Ensure venues and means of transport are vetted for suitability • Develop guidance on making trips accessible	On going	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	• Review PE curriculum to include disability sports	Annually	All pupils have access to PE and are able to excel, for example via support from an adult
Ensure disabled children can take part equally in lunchtime and after school activities	• Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school • Ensure there is a way of getting children with mobility issues/ wheelchairs to the village hall, where sports clubs usually take place – including leaving school via the playground gates instead of the main front door which has steps in front	As required	Disabled children feel able to participate equally in out of school activities.
Ensure support staff have specific training on disability issues	• Identify training needs at regular meetings	On going	Raised confidence of support staff
Classrooms are optimally organised to promote the participation and independence of all students	• Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	September/November/March	Access to the curriculum and engaged lessons for all students.

Ensure disabled children can move from classrooms to the hall	Make sure the corridor leading up to the hall is clear of obstructions	On going	Disabled children can get to the hall from the classrooms
Ensure appropriate deployment of LSA staff including TAs and HLTAs	Review needs of students and assign LSA staff to meet needs of student and using the staff expertise.	Half termly reviews	Students will access the support they need and achieve their expected levels in accordance to need
Appropriate use of specialised equipment to benefit individual students and staff	Identified specialised equipment will be purchased and used where a need is identified by Physio, Occupational Therapist or other professional	Termly resource audit	Students will access the support they need and achieve their expected levels in accordance to need
Appropriate use of colour schemes to benefit students with visual impairments and print outs where necessary and needed	Appropriate colour schemes will be used on IWB or for worksheets. Where necessary and appropriate adjustments will be made to internal and external environment	Daily	All students will be able to access the same lesson materials in a format that suits their need(s)
Transition – ensure early sharing of information in order to make necessary adjustments	Ensure attendance at Annual Review for students with Statements or EHC who will be making a transition to the Academy. Ensure staff at previous school are asked to identify any additional needs	Summer Term for main transition and ongoing for in-year transitions	All students and parents/carers will be fully informed on the transition process, and this will be a smooth process, where the CYP settles in well to their new learning environment.
Yearly audit of student needs and staff training to meet those needs.	Complete audit at least yearly identifying needs of students and adjustments that need to be made	Summer Term 2 and Autumn Term 1 annually	Students will access the support they need and achieve their expected levels in accordance to need
For parents and carers:			
Requests for modified written materials are dealt with promptly	Review facilities for producing written materials in different font sizes and on different coloured paper	Ongoing	All information about policies, the curriculum and events in school are accessible to all parents and carers.
Reasonable requests for spoken information can be met	- Review existing provision - Allocate staff member and time to deliver spoken information on request	Ongoing	