

The Churchill School Accessibility Plan 2026-2029



Approved by:	1) Zoe Stone – Head Teacher 2) Chair of Governors	Date: 26 March 2026
Last reviewed on:	March 2026	
Next review due by:	March 2029	

1. 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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At The Churchill School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. The Churchill School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background. Our school is inclusive. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

We draw on the expertise of external agencies to provide specialist advice and support.

We also ensure:

- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared.
- We work with partner schools.
- Disabled pupils have access to extra-curricular activities.

Any areas identified for improvement will be included on the action plan below:

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan including pupils, parents, staff and governors of the school.

2. Legislation and guidance

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

Objectives	Action	Key Personnel	Resources	Timing	Monitoring
Improve physical access to the premises wherever possible.	Provide level access / ramps to exits where appropriate or provide alternative routes.	SLT Site manager Building contractor	Ramps Door widening if possible	On-going	GB Headteacher SLT
Improve access for pupils who may experience difficulty moving around.	Ensure care plans are in place to support all pupils with mobility difficulties	SLT Inclusion team Parents	Individual accessibility and care plans Planning time for SENCO	On-going	GB Headteacher SLT
To ensure all staff receive relevant and timely training on a range of effective strategies to support learners with DSEN.	Update SEND policy and staff handbook Seek advice from experts.	SLT SENCO	Staff training costs Visiting experts/trainers	On-going	Headteacher SLT Inclusion Lead
Ensure that all trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. Risk assessments	Headteacher SLT Educational Visits Leader Visit leaders	Leaders planning time for risk assessments Pre-visits where possible	On-going	Headteacher Educational Visits Co-ordinator Trip leaders. Feedback from pupils
Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical	PE Leader Leaders of after- school clubs	Budget for clubs provision New equipment as needed	On-going	Headteacher AHT - Pupil Welfare Feedback from parents and pupils

	adaptations as required.				
Ensure the curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which the pupils can communicate their ideas.	All Staff Subject leaders Advisors for sensory impairments	Curriculum costs Resources Subject leader release time	On-going	Headteacher SLT SENCO

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body and the headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Single Equality Policy
- SEND Policy
- Supporting pupils with medical conditions policy
- SEND information reports

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1			
Corridor access	Good / wide			
Lifts	N/A			
Parking bays	2			
Entrances	Numerous			
Ramps	Nil			
Toilets	4			
Reception area	Automatic doors			
Internal signage	Yes			
Emergency escape routes	Yes – from each class			