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| CHRIST THE REDEEMER<br>CATHOLIC EDUCATION TRUST | **Accessibility Plan** |
| **This document has been approved for operation within:** | All CtRCET Establishments |
| **Effective From:** | September 2025 |
| **Review Period:** | Every 3 years |
| **Next Review:** | September 2028 |

**CHRIST the REDEEMER CATHOLIC EDUCATION TRUST (CtRCET)**

**Our Vision, Mission & Values**

As a family of schools, our vision is to be a beacon of exceptional Catholic education in which our young people flourish and fulfil their God-given potential. With Gospel values at the heart of our mission, we will cherish the unique nature of every member of our community so that our young people leave prepared and inspired to make a positive contribution to society.

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will not discriminate or victimise disabled pupils:

will make all reasonable adjustments that may be required further to section 20 of the Equality Act.

will publish the school's Accessibility Plan and ensure it is available in easy-to-read formats.

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**Introduction**

Schools within CtRCET are committed to increasing access to their school for students, staff, parents, governors and visitors. This accessibility plan has been written in accordance with its obligations under the Equality Act 2010 (the "Equality Act").

This accessibility plan is a plan for:

1. Increasing the extent to which disabled students can participate in our schools' curriculums
2. Improving the physical environment of CtRCET schools for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by our schools [but taking into account the permanent limitation due to the age, type and grade listing of the current school buildings]
3. Improving the delivery to disabled students, within a reasonable time, and in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is readily accessible to students who are not disabled.

These three areas are addressed in the action plans which are published on the school's website.

**Compliance and review**

The Accessibility Plan is reviewed by the school's leadership team on a regular basis as determined by the Governors.

**Key Objectives**

The key objectives of the Accessibility Plan are:

1. That no student or prospective student is treated less favourably due to their special needs or disability. All reasonable adjustments will be made in matters of admission and education.
2. To make our schools more accessible (where practically possible within the constraints of the type of school building) to disabled students and staff, including those affected on a short-term basis – for example, if the use of crutches or a wheelchair is required for a fixed period as a result of an accident.
3. To create a positive "can-do" ethos towards the issues faced by disabled students thus enabling them to take full advantage of the educational experiences offered.

**Statutory duty of schools within CtRCET**

This plan is drawn up in accordance with the planning duty in the Equality Act 2010, which places a duty on all schools to plan to increase over time the accessibility of the school for disabled pupils and to implement their plan.

**Definition of Disability**

Disability is defined as follows by 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 adverse effect on his or her ability to carry out normal day to day activities."*

Some children defined as disabled, who for instance have arthritis, may not be defined as having special educational needs (SEN). A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them; that is, they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school. Some children defined as having SEND, who for instance may have a behavioural difficulty, may not be defined as being disabled. The Accessibility Plan addresses the needs of children with learning difficulties and disabilities.

**Duties towards disabled students placed upon the school under the Equality Act 2010**

All schools within CtRCET acknowledge their obligations under the Equality Act and as such:

**Will not discriminate or victimise disabled pupils:**

1. in the arrangements it makes for deciding who is offered admission as a pupil,
2. as to the terms on which it offers to admit the pupil or by not admitting the pupil;
3. in the way it provides education for the pupil;
4. in the way it affords the pupil access to a benefit, facility or service;
5. by excluding the pupil from the school; and
6. by subjecting the pupil to any other detriment.

**will make all reasonable adjustments that may be required further to section 20 of the Equality Act.**

**will publish the school's Accessibility Plan and ensure it is available in easy-to-read formats.**

This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils.

**Consultation**

All schools within CtRCET will ensure that they regularly, both formally and informally, consider that the delivery of the Accessibility Plan is determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents. It will do this by consulting with its stakeholders and appropriate professional organisations to ensure the Accessibility Plan and its objectives are reflective of what the school is required, both legally and morally, to provide for its students and staff.

Schools will do this through consultative mechanisms (such as formal and informal meetings, questionnaires etc) and discussions with:

- Governors through the LGB
- Parental consultation
- School Council
- CTRCET Executive Team
- Appropriate charities and disability representation groups
- Voluntary Groups
- Any other group or organisation the school feels it would be beneficial to consult with

Following these discussions and consultations, the school will then review the Accessibility Plan to ensure that it reflects the views (where appropriate) and changes to procedures or policies are made (where appropriate).

**Aims of ensuring compliance of the Equality Act 2010**

Compliance with the Equality Act 2010 is consistent with CTRCET schools' aims and equal opportunities policy, and the operation of the CTRCET SEND Policy. The school's Accessibility Plan will contribute to the review and revision of related school policies.

**Reviewing, Monitoring and Evaluating the Plan**

**Action Plans**

We acknowledge that there will be a need for ongoing awareness and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. Teaching methods and techniques will also develop, which may create new challenges. Plans will be made in consultation with the student, parents and teaching staff. Appropriate training will be provided to enable staff to support particular students with accessibility issues.

**Appendix A – School's Accessibility Plan**

St Agatha's School Accessibility Plan
September 2025-2028

**Improving Curriculum Access at St Agatha's School**

| Target | Strategy | Intended Outcome | Responsibility | Timescale | Achievement |
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| Training for teachers on differentiating the curriculum. | Undertake an audit of staff training requirements and resources when needs are identified. | All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. There are positive role models of people with disability within the curriculum. | Inclusion Team | Spring Term 2025 & Spring Term 2026 | |
| All out-of-school | Review all out-of- | All out-of-school activities will be | Trip leaders | 1 year | |

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| activities are planned to ensure, where reasonable, the participation of the whole range of pupils. | school provision to ensure compliance with legislation. | conducted in an inclusive environment with providers that comply with all current and future legislative requirements. | | | |
| Training for raising awareness of disability issues. | Provide training for stakeholders. Discuss perception of issues with staff to determine the current status of school. | Whole school community aware of issues relating to access. | Inclusion Team and SLT | 1 year | |
| For competitive sports to offer inclusive opportunities. | Analyse team composition for competitive events.<br>Ensure inclusive opportunities for competitive Sports. | All children with disability are actively encouraged to take part in competitive sport. | PE Team | 1 year | |
| Minimising negative impact of personalised provision on individual children's access to wider curriculum. | Map a child's provision against<br>their class timetable to ensure equality of opportunity to curriculum coverage. | Pupil voice is considered when timetabling personalised provision to ensure positive self-esteem and feelings of inclusion. | Inclusion Team and Class Teachers | January 2026 onwards | |

**Improving the Delivery of Written Information at St Agatha's School**

| Target | Strategy | Intended Outcome | Responsibility | Timescale | Achievement |
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| Availability of written material in alternative formats when specifically requested or for identified families. | The school will make itself aware of the services available for converting written information into alternative formats. | The school will be able to provide written information in different formats when requested for individual purposes. | Office/SLT/ Inclusion Team | 1 year | |
| Make available school information packs, school newsletters and other information for parents in alternative formats when specifically requested or for identified families. | Review all current school publications and promote the availability in different formats. | All school information available in required formats. | Office/SLT/ Inclusion team | 2 years | |
| Review methods for information sharing with a view to ensuring accessibility for all pupils. | Implement alternative methods of information sharing. | All children feel equipped to access information shared. | Office/SLT/ Inclusion team | 1 year | |

## Improving the physical environment at St Agatha's School

| Access Report Ref. | Item | Activity | Timescale | Cost £ |
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| 1 | Automatic door access | Review front door entrance | 3 years | Quotes to be tendered |
| 2 | Slipgrip heavy duty antislip stair thread covers | Placed on access slope outside Year 4 entrance | 6 months | Parts ordered and work completed by site staff |

*Recommendations made following an Access Audit carried out by Elizabeth Cahill & Anna Hernandez during February 2024.*