

Churchfield CE Academy Accessibility Action Plan

March 2025 – March 2028

This action plan sets out our approach to accessibility to complement the DSAMAT Accessibility Policy and in accordance with the Equality Act 2010. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and local governors.

Aim 1: Increase access to the curriculum for pupils with a disability

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	- Differentiated curriculum for all pupils - Tailored resources for pupils needing support - Inclusive curriculum resources (e.g., reflecting individuals with disabilities) - Curriculum progress tracking for all pupils - Target-setting for pupils with additional needs - Ongoing curriculum reviews	Short-term: Ensure all teaching staff are confident in adapting lessons for a range of needs Medium-term: Embed consistent use of assistive technology Long-term: Review and evolve curriculum to reflect universal design principles	- Staff CPD on adaptive teaching and inclusive strategies - Audit of assistive tech use and resource availability - Curriculum lead to work with SENCO to review schemes of work annually	Assistant Headteacher Subject Leaders Headteacher	July 2025 (short-term) Dec 2025 (medium-term) Ongoing (long-term)	- Improved access and engagement across curriculum - Evidence of adaptive strategies in planning - Positive pupil progress outcomes

Aim 2: Improve the physical environment to increase access for disabled pupils

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to	- Wheelchair accessible entrance and pathways - Accessible toilet facilities	Short-term: Review learning environments to	- Conduct sensory environment audit	Site Manager	Sept 2025 (short-term)	- Environments reduce sensory overload

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
pupils with a disability	- Calm and sensory-friendly spaces - Evacuation plans include pupils with mobility issues	ensure sensory accessibility Medium-term: Install additional sound field systems in classrooms Long-term: Ensure all capital projects meet accessibility design standards	- Source funding and install sound field systems - Liaise with DSAMAT Estates Team on building planning	Headteacher Trust Estates Manager	April 2026 (medium-term) Ongoing (long-term)	- Enhanced classroom acoustics - Building plans incorporate access features

Aim 3: Improve the delivery of information to pupils with a disability

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	- Use of visual timetables - Access to large print resources - Adapted communication strategies including Widget and pictorial aids - Use of communication-friendly signage	Short-term: Audit and update communication tools across classrooms Medium-term: Develop staff confidence in using alternative communication methods Long-term: Integrate accessible communication tools in	- Audit classroom and corridor signage - CPD on Makaton and visual aids - Adapt templates for home communication (letters, reports)	SLT Office Manager	Dec 2025 (short-term) July 2026 (medium-term) Ongoing (long-term)	- Pupils access classroom routines more independently - Improved home-school communication for families with additional needs

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		all parental and pupil communication				

Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher in conjunction with the Trust Inclusion Lead.