



**ST CHRISTOPHER'S SCHOOL**  
**(including the EYFS, Before and After School Care)**

**Accessibility Plan**

(also see Special Educational Needs and Learning Difficulties Policy)

***Three Year Period Covered by Plan: August 2019 – August 2022***

**Introduction**

We are committed to meeting the needs of all children and employees to the extent that reasonable adjustments can be made to the school's premises and procedures. The school aims to ensure that pupils with disabilities or learning difficulties are not discriminated against or placed at substantial disadvantage in those areas of school life that are normally accessible to the whole pupil body.

Definition of Disability as follows:

Reference to 'disabled people' includes disabled children as pupils, employees, governors, parents and carers and other members of the wider community that might use school premises for leisure or other activities. The definition of disability covers a broad spectrum of impairments including cancer, diabetes, epilepsy, HIV, multiple sclerosis, hearing or sight impairments, mobility difficulties, people with mental health conditions or learning difficulties/disabilities, including autism.

St Christopher's School seeks to meet the needs of every child. In so doing, we seek to identify any barriers to learning which a pupil may experience due to disability and find strategies to overcome these. In practice, this will involve candid and open discussions with the parents of prospective pupils and a specific plan to implement measures deemed appropriate and effective for the child. This may involve some or all of the following:

- Extra (specialised) staffing
- The involvement of and liaison with outside agencies / specialists
- Specific internal measures such as:
  - 1:1 support
  - delivery of a specialised curriculum or the same curriculum in varying methods specifically designed for the pupil
  - delivery of materials in other (i.e. non-standard written) formats

St Christopher's School is aware that the design of the school building can be difficult for those with disabilities and seeks to make the suitable adjustments when appropriate.

This plan sets out the proposals of the School and the Governing Body of the School to increase access to education for disabled pupils as follows:-

- increasing the extent to which disabled pupils, including those with SEND can participate in the school curriculum;
- improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school;
- improving the provision to disabled pupils of information, which is already in writing for pupils who are not disabled.

It is a requirement that the School's accessibility plan is resourced, implemented, reviewed, and revised as necessary.

### **The purpose and direction of the School's plan: vision and values**

At St Christopher's School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We aim to identify and where possible make reasonable adjustments for disabled pupils in every area of school life. We have high expectations for our disabled pupils and expect them to participate in all aspects of school life.

St Christopher's School is committed to ensuring that all its employees, pupils and others involved in the school community, with any form of disability are treated equally. We will ensure that disabled pupils and employees are not treated less favourably in any procedures, practices and service delivery.

The School uses the social model of disability as the basis of its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled. We understand that the definition of disability under the Disability and Discrimination Act is different from the eligibility criteria for special educational needs. This means that disabled pupils may or may not have special educational needs.

The School is committed to the removal of barriers to the progress of disabled pupils. We aim to give all children full access to the curriculum at school and to enable them to participate fully in school life.

The School's policies on Anti-bullying and PSHE promote equality and respect for all regardless of gender, race, colour, creed or impairment.

### **Information from pupil data and school audit**

St Christopher's School is an independent pre-prep school with a maximum of 190 children on roll.

The School has a Breakfast and After School Club on site for all children, offering affordable childcare from 7.45am and until 6pm.

St Christopher's School employs a SENCO who works with the class teacher to identify children who would benefit from additional support. Planned Pathways are prepared and shared with parents for any child identified as requiring support and these are regularly reviewed and shared with the Headteacher.

We are mindful of the adults in our school community such as wheelchair users; the school hall can be accessed by wheelchairs as there is a ramp to the front entrance and it is on one level. There is a disabled toilet situated in the hall.

### **Views of those involved during the development and implementation of the plan**

- Chair of Governors – Helen Crossley; Premises Governor – Colin Lott
- Parents of disabled children in school

## The main priorities in the School's plan

### 1. Enabling Participation in the School's curriculum for All:

- The School will assess a child's health needs and identify resources required to meet those needs prior to school commencement wherever possible.
- The delivery of information to disabled pupils which is readily accessible to other pupils who are not disabled will be achieved by responding to each child's needs as identified e.g. enlarged text for pupils with visual needs or visual timetables for pupils requiring cognitive support.
- Review ICT resources in line with needs of annual cohorts, to enable all children to have easier access to curriculum and assessments.
- Thorough risk assessments undertaken as required and take full account of the needs of disabled children, e.g. a named adult (or relative) will provide one-to-one support as necessary, especially on school trips.
- Staff working with pupils with disabilities receive appropriate training.
- Ensure consideration given to SEND in all internal testing, train staff on specific requirements and increase staff if appropriate.
- Monitoring of SEND progress within progression meetings for specific cohort, making sure that SEN pupils progress in line with expectations. Provision for all pupils who require additional support through establishing and maintaining 'booster' groups and consistent in-class support.
- Continue to provide excellent support in and out of the class for SEN pupils through regular and systematic review of PP's to provide consistent care.
- Following review of termly cohort make provision in PSHE for increasing awareness of individual special needs. Differences are discussed and promoted through assemblies, PSHE, SMSC, Time to Talk and Philosophy.
- Disability equality issues are incorporated into the planning and learning in PSHE and RE curriculum when appropriate, and visitors are invited in wherever possible to demonstrate how they overcome their disability.
- Continue to provide and develop a range of learning resources that are accessible for pupils with different disabilities. Subject co-ordinators and the Inclusion Leader regularly review resources in their curriculum areas and ensure they meet the needs of all pupils within school. When schemes of work and policies are reviewed, accessibility is also checked.
- Every effort is made to accommodate any staff requirements for adaptation to their working environment.
- The School seeks external advice as necessary to ensure that modifications and risk assessments are made which enable all children with disabilities to take a full and active part in extracurricular activities and school trips.
- Our School Development Plan focuses on:
  - Ensuring that St Christopher's School through strong leadership at every level provides the highest quality of education for all children
  - All children to achieve or exceed their individual targets for attainment and progress.
  - Ensuring all children receive an engaging and progressive Literacy Curriculum which allows them to make good or better progress from their starting points and leave school as confident speakers, readers and writers
  - Ensuring all children receive an engaging and progressive Numeracy Curriculum which allows them to make good or better progress from their starting points and leave school as confident mathematicians
  - Reviewing regularly our purposeful curriculum which meets the needs of all children, ensures a love of learning, makes links between subjects and is progressive throughout the school
  - Ensuring that all pupils actively keep themselves and others safe.

## **2. Reviewing the physical environment of the school to increase where possible the extent to which disabled pupils can take advantage of education and external services:**

- The setting has limitations for individuals with physical disabilities. Realistic changes to the setting are considered during annual reviews to ensure that the School is as accessible as possible to the children with physical disabilities.
- Maintain good access to the physical environment of the School; continue the rolling programme of classroom upgrades.
- Continue to review outdoor play areas, ensuring step-free access wherever possible.
- Ensure emergency, lockdown and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components.
- Check lighting of areas where access is needed, to make sure all staff and pupils feel safe on site.
- Ensuring Class displays are accessible to all pupils and that they are clear and engaging.
- Time-tabled sessions if required in quiet areas are available to children with disabilities during the school day to provide them with a retreat from noisy and congested areas, whilst still providing them with full access to the curriculum. SENCO Room was redecorated in Aug 2019 to allow for a calm quiet space if required.

## **3. Improving the accessibility of information for all:**

- Ensure all signage is sufficiently clear, with visual cues if required.
- Policies available electronically so that user can adapt to their needs.
- There is the facility to enlarge school documents as necessary. Ongoing September 19 (AT/OS).
- The School has systems in place to make available information relating to the following, as necessary:
  1. Homework
  2. Timetables
  3. Worksheets
  4. Teacher feedback and marking of work
  5. Notices
  6. TestsThis may include:
  - Recording information for pupils with learning difficulties or hearing impairments
  - Enlarging print for visually impaired
  - Simplifying language
  - Using picture symbol language for children with communication difficulties.

### **Making it happen**

The School will evaluate annually the effectiveness of this plan and revise if necessary in relation to the following key criteria:

- The increased awareness of staff and governors on issues relating to disability.
- Are staff using resources which promote disability and undertaking risk assessments with full regard to the requirements of this plan, with reasonable adjustments being taken to facilitate access for disabled pupils? Yes
- Have all school policies revised in the last three years been checked for their impact on disabled pupils? Yes
- The School Development Plan responds to the needs of those with disabilities - Yes

In addition, the School will evaluate the effectiveness of this plan by careful monitoring of its School Development Plan.

## Management, coordination and implementation

Lead Responsibilities:

Head teacher	Mrs Annie Thackray
Deputy Head teacher	Mrs Lisa Meredith Bennett
SENCO	Mrs Olivia Scarffe
Bursar	Mrs Helen Serrano
Premises Governor	Mr Colin Lott

## Breach of the Plan

A verbal and written warning will be given should a member of staff discriminate against a disabled person.

## Access to the plan

The SMT will report on the School's Accessibility Plan through the termly Governors' Meetings. This will be linked to other reporting requirements in respect of disabled pupils:

- The requirement for the SMT of the School to report termly to the governors on the School's SEND policy.

## Review

The Accessibility Plan covers a period of three years. It will be reviewed on an annual basis and amendments will be made in response to each review.

Signed	<i>H Crossley</i> .....	November 2019
	Mrs H Crossley Chair of Governors	

Signed	<i>A Thackray</i> .....	November 2019
	Mrs A C Thackray Headteacher	

Reviewed	November 2019
Next review	November 2020

## Appendix 1

### CHECKLIST FOR SCHOOLS AND GOVERNORS

#### Information Gathering

- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision?
- Is pupil achievement monitored by disability? Are there trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the School Council?
- Are disabled pupils given access to opportunities to participate in a range of activities, both in and outside of school hours?
- Is bullying and harassment of disabled pupils monitored and is this information used to make a difference?
- Are stereotypes in terms of disability actively challenged in both the classroom environment and in the playground?
- Is the school environment as accessible and welcoming as possible to disabled people? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Are disabled parents/carers encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/ family learning courses, and assemblies?
- Does the School take appropriate steps to meet disabled people's needs even if this requires more favourable treatment?