



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

Accessibility Plan
(also see Special Educational Needs Policy)

Three Year Period Covered by Plan: September 2021 – August 2024

Introduction

St Christopher's ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

Definition of Disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which pupils with a disability can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to pupils with a disability of information which is readily accessible to pupils who are not disabled.

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 or provision of concrete apparatus or pictorial aids

St Christopher's School is aware that the design of the school building can be difficult for those with disabilities and seeks to make reasonable 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 pupils with a disability as follows: -

- increasing the extent to which pupils with a disability, including those with special educational need and disability (SEND) can participate in the school curriculum;
- improving the physical environment of the school in order to increase the extent to which pupils with a disability are able to take advantage of education and associated services offered by the school;
- improving the provision to pupils with a disability 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 pupils with a disability in every area of school life. We have equal expectations for our pupils with a disability and we are committed to the removal of barriers to the progress of pupils with a disability. We aim to give all children full access to the curriculum to enable them to participate fully in 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 pupils with a disability and employees are not treated less favourably in any procedures, practices and service delivery.

We use 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 Equality Act 2010 is different from the eligibility criteria for special educational needs. This means that pupils with a disability may or may not have special educational needs.

The School's policies on Anti-bullying and Personal, Social and Health Education (PSHE) promote equality and respect for all regardless of age, disability, sex, race, religion or belief or sexual orientation.

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. Individual Education Plans (IEPs) 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 – Dominic Roberts; Premises Governor – Mark O'Halloran
- Parents of children with a disability

The main priorities in the School's plan

1. Enabling participation in the school's curriculum for All:

- We 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 pupils with a disability 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 IEP'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, Spiritual, Moral, Social and Cultural (SMSC), Time to Talk and Citizenship.
- Disability equality issues are incorporated into the planning and learning in PSHE 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 class teachers 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 (SDP) 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 pupils with a disability 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.
- Facility to enlarge the font size of documents for children with visual impairments as necessary.
- 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 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 pupils with a disability?
- Have all school policies revised in the last three years been checked for their impact on pupils with a disability?
- The School Development Plan responds to the needs of those with disabilities

Management, coordination and implementation

Lead Responsibilities:

Head teacher	Mrs Bronia Grehan
Deputy Head teacher	Mrs Laura Fisher
SENCO	Miss Shona Louvel
Bursar	Mrs Helen Serrano
Premises Governor	Mr Mark O'Halloran

Breach of the Plan

A verbal and written warning will be given should a member of staff be found to have discriminated against any person with disabilities.

Access to the plan

The Senior Management Team will report on the School's Accessibility Plan and SEND policy through the SDP during termly Governors' Meetings. This will be linked to other reporting requirements in respect of pupils with a disability.

Review

The Accessibility Plan covers a period of three years. It is reviewed every three years.

Signed:

D Roberts

Mr D Roberts

Chair of Governors

Signed:

B Grehan

Mrs B Grehan

Headteacher

Reviewed

Updated re staff changes

Next review

September 2021

September 2022

September 2024

,

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 pupils with a disability encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the School Council?
- ☒ Are pupils with a disability given access to opportunities to participate in a range of activities, both in and outside of school hours?
- ☒ Is bullying and harassment of pupils with a disability 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 and assemblies?
- ☒ Does the School take appropriate steps to meet disabled people's needs even if this requires more favourable treatment?