



St Christopher's School & Nursery

(Including the EYFS, and before and after school care)

Accessibility Plan

2024-2027

Date Reviewed by Author: September 2024

Next Review Date: September 2027

Date Approved by Governor Body: November 2024

Next Review by Governor Body Due: November 2027

Ethos and aims

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. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Legislation and guidance

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. 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 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School's Special Educational Needs and Disability (SEND) Policy sets out the School's policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

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 Special Educational Needs and Disability (SEND) Policy outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

The School's Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum. This includes teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes entry into the school.
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School. This includes improvements to the physical environment of the school and physical aids to access education, and

- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils/and or parents with children with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please see our Safeguarding and Child Protection and Safeguarding Policy.

The plan will be made available online on the school website, and paper copies are available upon request.

How the plan is constructed

The School has an Inclusion Team which consists of the Headteacher, Mrs Grehan, the Deputy Headteacher and Inclusion Lead, Mrs Fisher and SENDCo, Ms Louvel and may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

1. to review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEND policy
4. to prepare the School's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis.

The School's Inclusion Team have been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities

- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

During the 3-year period, the School will conduct an audit of our provision for pupils with special educational needs and/or disabilities. Views of teaching and non-teaching staff, governors, parents and pupils were obtained via questionnaire. We have used the results to ascertain understanding in the school community of disability and accessibility, priorities for our pupils with SEN and/or disabilities and priorities for our pupils' parents.

The School has consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

The plan and targets have been widely circulated to all teaching and support staff, pupils and parents and is available upon request by contacting the front office.

How the plan is reviewed and monitored

The School's inclusion team meets biannually to frame recommendations for inclusion in the plan. These recommendations include input from the senior leadership team and the document is then placed on the agenda for the meeting of the governing body. Costings must be allocated to the various aspects of the plan, together with clear time-frames for completion of the various elements.

There is a formal review of the implementation of the plan at the November meeting of the full governing board. Senior leadership provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted timeframes where necessary.

The School's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

Queries and complaints

Any queries in relation to the Accessibility Plan should be directed to the Headteacher via the bursar's email h.serrano@st-christophers.surrey.sch.uk . The School's Complaints Procedure covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

Other relevant policies

The Accessibility Plan should be read in conjunction with the following school policies:

- SEND Policy
- Safeguarding and Child Protection Policy
- Admissions Policy
- Behaviour Management Policy
- Health and Safety Policy
- Curriculum Policy
- Equality and Diversity Policy

Improving access to the physical environment

Targets/Strategies	Timing	Responsibility	Success Criteria
Playground enhancements	2025-2026	SENDco / SLT	More engaging resources to develop physical development during play and lunchtimes.
Review classroom layouts and furniture.	Review summer 2025	SENDco/SLT	Review classrooms to promote participation and independence of pupils.
Effective use of technology to enhance teaching and learning for all pupils.	2025-2026	SENDco / SLT	Look at how we can widen opportunities for learning for pupils through access to technology.
All internal and external access routes will be clear and accessible	Ongoing	Bursar/Premises Manager	Premise team check all routes around the school daily for any issues or damage
All classrooms and workspaces will be well lit	Ongoing	Bursar/Premises Manager	Regular checks that all lights are working. Regular assessment of suitability of lighting type.

Improving access to the curriculum

Targets/Strategies	Timing	Responsibility	Success Criteria
Curricular access	2024-2025	SENDco / SLT	Improved with adaptive learning taking place.
Access for pupils with additional needs	Spring/Summer 2025	SENDco/SLT	Interventions in place, continue to embed.
Access for pupils with specific learning needs	2024-2025	SENDco / SLT	Multi-sensory resources to support their learning to be available.

Improving access to information

Targets/Strategies	Timing	Responsibility	Success Criteria
Pictorial or symbolic representation. E.g. visual timetables in classrooms	2024-2025	SENDco / SLT	Resources in place for pupils with additional needs.
Regular communication accessible to all parents.	2025-2026	SENDco/SLT	Review website and comms to parents.
Additional communication and support for parents of children with additional needs.	2024-2025	SENDco / SLT	Additional meetings with parents, changes to timetable communicated with parents.
All information (including signage) will be clearly visible around the school	Ongoing	Sendco / SLT / Premises Manager	Regular Assessment of needs. Regular consideration to font size on school correspondence