



Christ the Saviour Accessibility Plan 2022/25

I. Aims

It is a fundamental part of our Christian foundation and ethos that everyone in our school should be treated with respect and dignity, in keeping with the Christian belief that God made all people equally valuable and in His image.

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to set out the proposals of Christ the Saviour Church of England School to increase access to education for disabled pupils in the three areas required by the planning duties of the DDA by:

- a. increasing the extent to which disabled pupils can participate in the school's curriculum;
- b. improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- c. improving the delivery of written information to disabled pupils using appropriate means.

This plan has been written to meet the requirements of the school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and SEND Code of Practice 2014.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- a. not to treat disabled pupils less favourably for a reason related to their disability;
- b. not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated service;
- c. to make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage;

- d. to draw up plans to show how, over time, we will increase access to education.

The Definition of Disability under the Equality Act 2010 states that a person has a disability if:

'They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.'

CtS aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Reasonable adjustments -

In determining what is reasonable the school will have regard to:

- a. Health and safety requirements
- b. The practicality of making reasonable adjustments
- c. The interests of other pupils
- d. The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- e. The extent to which aids and services will be provided via an Education, Health and Care Plan, or by provision paid for outside the school's resources

2.Values and Vision

- I. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. CtS plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school to the extent it is reasonably able to do so. The Accessibility Plan will contain relevant actions to:
 - a. Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - b. Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers 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 covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - c. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
3. The SLT and the SENCO will meet at the start of each academic year (or more often if required) to consider the needs of the pupils with regard to these three areas. Staff insets will address the need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
4. Attached to this document as appendices are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on a regular basis, as determined by the Governing Body. New Plans will be drawn up every **three years**.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Teaching and Learning Policy
- Equalities policy

- Staff Handbook
- Health & Safety (including off-site safety)
- Special Education Needs (SEN) Information Report
- SEN Policy
- Behaviour Policy
- School Development Plan
- Asset Management Plan

5. As applicable policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

Please note:

- The School's complaints procedure covers the Accessibility Plan.
- The Accessibility Plan will be monitored through the Resources Committee.
- The Accessibility Plan will be monitored by Ofsted as part of their inspection cycle.

3. Legislation and guidance

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 defines an individual as disabled 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 undertake normal day to day activities

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Accessibility Plan 2022/2025

This document is dynamic

Appendix I: Improving the Physical Access at CtS Church of England School

| Aim | Current good practice <i>Include established practice</i> | Objectives <i>State short, medium and long term objectives</i> | Actions to be taken | Person Responsible | Cost | Date to complete actions by | Success Criteria |
|--|---|---|---|---------------------------|-------------|------------------------------------|---|
| Improving access to the curriculum for pupils with a disability | Christ the Saviour is an inclusive school and offers a differentiated curriculum for all children. The school uses specific resources to ensure certain pupils are able to access the curriculum fully. | Whole school developmental trauma training in Autumn 1 CPD '22 Supporting pupils with SEND training in Autumn 1 CPD '22 ECT specific training around the SEN code of practice in Autumn 1 '22 | Ongoing CPD to support teaching staff Specific year group training for targeted SEN needs for TAs/LSAs/Class teachers TBC | SLT | NA | Summer term 2023 | List of areas of training identified Evidence of strategies to support children with additional needs seen in planning scrutiny, observations, pupil voice, book looks |
| | Small step plans used to support progress for pupils with SEND | Small step plans document progress for pupils, shared with parents and break down actions from EHCP's into achievable targets and set targets for pupils in SEN Support. | Training given to new staff on eduke by year leads YLS/SLT to quality assure the small steps plans that are being written and updated. | SLT | NA | Termly | All staff aware of small step plans for pupils with SEND and shared with parents |

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| | Dyslexia checklist in every classroom | <p>Improve provision for pupils identified with dyslexia</p> <p>Ensure consistency across the school for use and implementation of the dyslexia checklist</p> | <p>Training given to new staff / ECTs on dyslexia and ensure checklist is implemented</p> <p>Julie Rice, Dyslexia specialist HLTA, to support teachers on identifying pupils who may have dyslexia and offer strategies of support.</p> | SLT | NA | End of Autumn 1 2022 | <p>Improve access to curriculum for pupils with dyslexia</p> <p>Julie Rice, Level 3 BDA HLTA, to support pupils who have been identified as dyslexic via intense, daily interventions</p> |
| | Individual medical plans | Individual medical plans known and understood by all stakeholders | Staff training by specialist nurses, individual medical plans drawn up in conjunction with specialists when necessary, staff aware of particular medical needs and procedures to follow in the event of an epileptic fit or diabetic hypo | K. Halliwell J.Ashoo | N/A | October 2022 | All staff working with pupils with medical needs are confident on how to address medical needs |
| | Renew paediatric first aid training for staff | To maintain a large number of suitably qualified first aiders and paediatric first aiders | First aid training by Red Cross took place Jul 2022 for some support staff | Medical team | £1200 per 12 delegates | 2022/23 | Large number of staff have paediatric first aid training |
| | Update epilepsy and diabetes training | To ensure sufficient number of staff are trained on individual medical needs | Identify pupils with significant medical needs and ensure staff in year group are trained sufficiently and confident in understanding triggers and actions to support | Medical team | Free from NHS | October 2022 | Strong knowledge of medical plans and links made with hospitals and community nursing team |

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| | | | medical needs | | | | |
| Residential visits | To ensure high quality medical support for all pupils on residential visits | Identify pupils with medical needs attending residential visits, HoY, medical team or AHT to arrange parent meeting and complete individual risk assessment and agree key actions with parents, ensure staff are allocated to dorms with suitable gender mix and staff aware of key medical and pastoral needs | Medical team | £600 (cover for medical absence at school) | Autumn 2022 | Medical staff attended residential trip to support pupils if necessary | |
| Develop the physical development teaching in the EYFS | Offer OT training to teachers and sports' coaches so that they can deliver high quality, focused physical lessons | OT training from the Local Authority TBC | SR/TG | LA CPD from the OT | February 2022 | Close the gap between physical development between girls and boys | |
| Regular interventions to support children with speech and language needs | To integrate teaching strategies into everyday lessons To appoint a specialist SLT TA to deliver high quality SLT interventions | Pupils with speech and language identified by previous teacher at handover meetings in Summer 2. New teachers should have speech and language reports handed over to them. Pupils will continue to receive speech and language intervention in the new year group. | SENCO | N/A | December 2022 | Staff are aware of SLT strategies and interventions to support children with speech and language needs. Specialist TA, Tania Tamou to deliver all SLT interventions Specialist TA to attend SLT training programmes and shadow Local Authority SLT | |
| Further support social | Each pupil identified to | Pupils with social and | SENCO | £1000 SEN budget for | October 2022 | Staff are aware of | |

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| | and emotional needs | <p>have a “calm down kit”</p> <p>Appointment of a play leader to support with physical interventions to increase regulation..</p> | <p>emotional needs identified by previous teacher at handover meetings in July and through Arbor SEN reports. Each class teacher to create a "calm down kit" or a quiet area in the classroom or in the sensory tent for pupils to use when needed.</p> <p>SENCo to deliver Developmental Trauma training to all staff to offer strategies of support for pupils with SEMH needs.</p> | | resources | | <p>strategies and interventions to support children with social and emotional needs.</p> <p>Play leader to follow timetable of physical movement interventions for identified pupils.</p> |
| | Further support pupils with mobility needs | Children with mobility needs are able to move around the Broadway site | Children with mobility needs to be identified and be given easily accessible classrooms or use of lift instead of stairs. | SLT | NA | September 2022 | Staff are aware of children who need to use the lift. Children who need to use the lift are able to have safe regular access to the lift. |
| | Up to date Education, Health and Care plans for all pupils with this entitlement | For all stakeholders to be aware of how to meet needs on an EHCP | SENCO to review and implement EHCPs and ensure annual reviews are actioned in a timely manner | SENCO | N/A | October 2022 | <p>EHCPs communicated to all relevant stakeholders</p> <p>Parents to be included in decision making</p> |
| Aim | Current good practice <i>Include established practice</i> | Objectives <i>State short, medium and long term objectives</i> | Actions to be taken | Person Responsible | Cost | Date to complete actions by | Success Criteria |

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| Improving the Physical Access at CtS Church of England School | Identified children have specific equipment and setting arrangements which have been implemented throughout the year. | Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/behavioural/physical needs | Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms. | Class teacher SENCO/SLT | N/A | September 2022 | Classroom environments enable all children to learn in a safe environment |
| | Classrooms are safe environments; children who need support with moving around the school are placed near to a lift or medical room (where applicable) | Moving classrooms to support a child with an EHCP in Year 3 so they do not have to navigate the stairs. | Engage caretakers, teachers and support staff to move classrooms onto the ground floor of the Year 3 classroom block. | Headteacher | N/A | September 2022 | Classroom is set up at the bottom of the Y3 tower |
| Aim | Current good practice <i>Include established practice</i> | Objectives <i>State short, medium and long term objectives</i> | Actions to be taken | Person Responsible | Cost | Date to complete actions by | Success Criteria |
| Improving the Delivery of Written Information at CtS | Makaton training for staff (where applicable) PECS training for EYFS | Classroom checklists carried out in Autumn term focus ensure visual cues in the classroom | Visual resources are created and implemented for those that need them in the | SLT/SENCO | Ealing CPD | February 2023 | Classroom environment to have resources in place. |

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| Church of England School | <p>staff</p> <p>Use of visual timetables used throughout the school</p> <p>High quality information for parents on new school website</p> <p>Availability of written material in alternative formats as needed by our parent population.</p> <p>Appropriate sized written material for pupils/parents with a visual impairment.</p> | <p>environment to ensure accessibility for children with a range of learning/ behavioural / physical needs</p> <p>To ensure parents are informed of services available to them and the process of SEN procedures via our school website.</p> | <p>Autumn Term.</p> <p>TG and SR to train the EYFS team in PECS</p> | | | | EYFS team to be trained in PECS |
| | <p>New procedure for reporting SEN concerns</p> | <p>Implement a SEN reporting system that records concerns and interventions that have taken place to support.</p> | <p>Ensure that all staff know new reporting system through introduction during Inset in September 2022 and Year Lead meeting September 2022</p> | SENCO/SLT | N/A | September 2022 | Staff are clear on how to report a concern and there is a centralised place to report these concerns. |
| | <p>Staff are welcoming and happy to invite parents and visitors into school</p> <p>New website regularly</p> | <p>Introduce Parent Information Evenings for each year group. Parents to be informed of year group</p> | <p>YLS/SLT to create presentations to present to parents. Year groups to present this information to</p> | SLT | N/A | Autumn 2022 | All parents are informed about information that is relevant to them through parents information evening, |

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| | <p>updated with key information</p> <p>Regular emails sent out to parents by Head of Year, admin and SLT to disseminate information</p> <p>EYFS interviews welcoming new starters to the school</p> | <p>expectations, homework, curriculum and trips.</p> <p>Phonics workshop for EYFS parents to resume 2022</p> | parents. | | | | parents' evening, regular emails and website updates |
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Access Audit

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

| Feature | Description | Actions to be taken | Person responsible | Date to complete by |
|-------------------|--|--|--------------------|---------------------|
| Number of storeys | School has areas leading to KS1 and KS2 with steps. | Lift already in place. Annual maintenance checks to occur. | Site manager | Annual |
| Corridor access | All corridors are accessible for wheelchairs and wide enough for manoeuvre | Corridors to be tidy and free from obstructions | All school staff | On going |
| Fire alarms | Currently auditory alarm in place | Visual fire alarms to be installed in new areas of the | Site manager | On going |

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| | | school and when old areas are being developed. | SLT | |
| Doors | Newly installed doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door. | Audit installed doors annually | Site manager SLT | On going |
| Emergency escape routes | Labels well and clearly displayed throughout school. | Continue to ensure signs are maintained. | Site manager SLT | Sept 2022 - annually |

Whole School Accessibility Planning Checklist

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| Involved disabled stakeholders in meaningful engagement/consultation to produce, monitor and annually review your Accessibility Plan (include pupils, all staff, governors, parents, visitors to school e.g. other professionals, support services, council officials and people from the wider local community)? | |
| Collected accurate and up-to-date data of the disabled population of the school and community? | |
| Analysed this data in terms of admissions, pupil achievement and exclusions? | |

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| Analysed this data in terms of the recruitment, retention and career development of disabled staff? | |
| Considered how the Accessibility Plan objectives pay due regard to the 3 aims of the General Equality Duty and form part of the strategic planning of the school? | |
| Ensured each objective has a named person to lead it, is adequately resourced and has a clearly defined timescale? | |
| Set up a timetable to monitor the Accessibility Plan and report annually on progress? The Plan needs to be reviewed and revised after 3 years? | |
| Published the Accessibility Plan in a range of formats and made it available to all interested parties? | |