



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 continue 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 2024/2028

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	<p>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.</p> <p>2023/2024 SDP was written around the theme, 'the inclusive classroom'.</p> <p>CPD Lead delivered high quality CPD based on the Education Endowment Fund's 5 Key Principles</p>	<p>Whole school developmental trauma training to be delivered again for old and new staff in Autumn 1 2024</p> <p>Supporting pupils with SEND training in 2024 CPD schedule</p> <p>ECT specific training around the SEN code of practice though the CPD schedule in 2024</p>	<p>Ongoing CPD to support teaching staff</p> <p>Specific year group training for targeted SEN needs for TAs/LSAs/Class teachers</p>	SLT	NA	Ongoing throughout 2024-2028	<p>List of areas of training identified</p> <p>Evidence of strategies to support children with additional needs seen in planning scrutiny, observations, pupil voice, book looks, small step plan moderation</p>
	Small step plans used to support progress for pupils with SEND	Small step plans document progress for pupils, shared with parents and break down	On-going training delivered by the SENCo on the use of SSPs and Edukey	SLT	NA	Termly	All staff aware of small step plans for pupils with SEND and shared with parents

		actions from EHCP's into achievable targets and set targets for pupils in SEN Support.	YLS/SLT to quality assure the small steps plans that are being written and updated.				
	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>Refresher 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	January 2025	<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	September 2024	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	<p>First aid training by Red Cross took place in July 2023, 2024 and July 2025 for some support staff</p> <p>All staff undertake first aid training on a rota when their certificate is</p>	Medical team	£1200 per 12 delegates	July 2024 July 2025	Large number of staff have paediatric first aid training

			due to run out				
	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 needs	Medical team	Free from NHS	October 2024	Strong knowledge of medical plans and links made with hospitals and community nursing team
	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)	June 2025	Medical staff attended residential trip to support pupils if necessary
	Regular interventions to support children with speech and language needs	<p>To integrate teaching strategies into everyday lessons</p> <p>To appoint a specialist SLT TA to deliver high quality SLT interventions</p>	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	SENCO	N/A	Beginning of the academic year 2024 and 2025 and ongoing each year	<p>Staff are aware of SLT strategies and interventions to support children with speech and language needs.</p> <p>Specialist TA, Tania Tamou to deliver all SLT interventions</p> <p>Specialist TA to attend SLT training</p>

			year group.				programmes and shadow Local Authority SLT
	Further support social and emotional needs	Each pupil identified to have a “calm down kit” Appointment of 2 play leaders to support with physical interventions to increase regulation..	Pupils with social and 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. SENCo to deliver Developmental Trauma training to all staff to offer strategies of support for pupils with SEMH needs.	SENCO	£2000 SEN budget for resources	October 2024	Staff are aware of strategies and interventions to support children with social and emotional needs. Play leader to follow timetable of physical movement interventions for identified pupils.
	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 2024	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	On-going	EHCPs communicated to all relevant stakeholders Parents to be included in decision making

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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 2024	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)	Ensure all classrooms are allocated on the basis of EHCP needs so all pupils are safe when	SLT to carefully plan placement of classrooms for high needs pupils	SENCO/SLT	N/A	September 2024 Re-allocation of Year 3 classrooms in September 2025 to meet needs of cohort	All children are in the correct classrooms which are the safest environment for them.
	Learning environments are safe for all pupils	Ensure all rooms are safe for all groups of pupils	Additional figure guards installed at the Broadway Site for sensory seeking pupils	Site manager	£400	Summer term 2024	Finger guards installed safely

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Improving the Delivery of Written Information at CtS Church of England School	<p>Makaton training for staff (where applicable)</p> <p>PECS training for EYFS 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>Engagement with the Visual Impairment Team to monitor progress and impact</p>	<p>Classroom checklists carried out in Autumn term focus ensure visual cues in the classroom 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>Visual resources are created and implemented for those that need them in the Autumn Term.</p> <p>TG and SR to train the EYFS team in PECS</p>	SLT/SENCO	Ealing CPD	January 2025	<p>Classroom environment to have resources in place.</p> <p>EYFS team to be trained in PECS</p>
	Embed procedure for reporting SEN concerns	Continue to use the SEN reporting system that records concerns and interventions that have taken place to support.	Ensure that all new staff know new reporting system through introduction during Inset in September 2024 and Year Lead meeting	SENCO/SLT	N/A	September 2024	Staff are clear on how to report a concern and there is a centralised place to report these concerns.

			September 2024				
	<p>Staff are welcoming and happy to invite parents and visitors into school</p> <p>New website regularly 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>Coffee morning which are accessible to all parents</p>	<p>Introduce Parent Information Evenings for each year group. Parents to be informed of year group expectations, homework, curriculum and trips.</p> <p>Phonics, EYFS Maths and Writing workshops for EYFS parents</p>	<p>YLS/SLT to create presentations to present to parents. Year groups to present this information to parents.</p>	SLT	N/A	Autumn 2024	<p>All parents are informed about information that is relevant to them through parents information evening, parents' evening, regular emails and website updates</p>

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 school and when old areas are being developed.	Site manager SLT	On going
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 2024 - annually

Whole School Accessibility Planning Checklist

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?	
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?	