

# Christ the Saviour Accessibility Plan 2025/28



## 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.
  - d. CtS is committed to making reasonable adjustments for disabled staff. This is to ensure they can access the workplace, participate fully in school life and carry out their roles effectively
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 and Regulation 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 2025/2028

This document is dynamic

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

| Aim                                                                    | Current good practice<br><i>Include established practice</i>                                                                                                                                                                                                                                                                                                                                                                                                                          | Objectives<br><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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| <b>Improving access to the curriculum for pupils with a disability</b> | <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>All teachers attend regular training around SEND</p> <p>All teachers have received trauma informed training and training EEF Five Key Principles. It improved outcomes for our children and meant high quality teaching was consistent and emotional regulation</p> | <p>To develop a whole school understanding and outstanding practice of ordinarily available provision targeted and targeted plus</p> <p>2026/2027 SDP Priority 1: To enhance the strategies used to ensure barriers to success are broken down for our disadvantaged pupils, those with SEND and those known to social care</p> <p>2026/2027 SDP Priority 2: To further develop our provision for pupils working outside the curriculum of their peers</p> | <p>Ongoing CPD to support teaching staff</p> <p>Specific year group training for targeted SEN needs for TAs/LSAs/Class teachers</p> <p>2026/2027 CPD to be delivered on Ordinarily Available Provision to all teachers</p> <p>2026/2027 CPD- Staff training on complexity of need and engagement model to relevant staff.</p> <p>2026/2027 CPD for select staff around the Engagement Model</p> <p>2027/2028 CPD: Staff</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> |

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|  | was developed school wide.                                                                                                                                     |                                                                                                                                                                          | training on evidence based interventions, linked to universal, targeted and targeted plus offer which is shared with parents                                                                                                               |                         |     |                                             |                                                                                                                                                                                    |
|  | Small step plans used to support progress for pupils with SEND. These are reviewed termly by teachers and parents to evaluate progress and plan for next steps | 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. | On-going training delivered by the SENCo on the use of SSPs and Edukey<br><br>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                                                                                                   |
|  | Dyslexia checklist in every classroom                                                                                                                          | Improve provision for pupils identified with dyslexia<br><br>Ensure consistency across the school for use and implementation of the dyslexia checklist                   | Refresher training given to new staff / ECTs on dyslexia and ensure checklist is implemented<br><br>Julie Rice, Dyslexia specialist HLTA, to support teachers on identifying pupils who may have dyslexia and offer strategies of support. | SLT                     | NA  | Ongoing throughout 2024-2028                | Improve access to curriculum for pupils with dyslexia<br><br>Julie Rice, Level 3 BDA HLTA, to support pupils who have been identified as dyslexic via intense, daily interventions |
|  | 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                                 | K. Halliwell<br>J.Ashoo | N/A | Ongoing each September throughout 2024-2028 | All staff working with pupils with medical needs are confident on how to address medical needs                                                                                     |

|  |                                               |                                                                                           |                                                                                                                                                                                                                                                                                                                |              |                                            |                                        |                                                                                            |
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|  |                                               |                                                                                           | epileptic fit or diabetic hypo                                                                                                                                                                                                                                                                                 |              |                                            |                                        |                                                                                            |
|  | Renew paediatric first aid training for staff | To maintain a large number of suitably qualified first aiders and paediatric first aiders | All staff undertake first aid training on a rota when their certificate is due to run out.                                                                                                                                                                                                                     | Medical team | £1200 per 12 delegates                     | Ongoing each July throughout 2024-2028 | 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 needs                                                                                                                            | Medical team | Free from NHS                              | Ongoing throughout 2024-2028           | 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) | Ongoing throughout 2024-2028           | Medical staff attended residential trip to support pupils if necessary                     |

|  |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                |                                       |                                     |                                                                                                                                                                                                                                                             |
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|  | <p>Regular interventions to support children with speech and language needs</p> <p>Specialist SLT TA to deliver high quality SLT interventions</p> | <p>To integrate teaching strategies into everyday lessons</p>                                                                                                                                                                                                                                                                                         | <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 year group.</p> <p>2026/2027 Develop a system to implement and review SLT for children previously on the CORE NHS caseload.</p> | <p>SENCo and SLT to continue to monitor the effectiveness of interventions</p> | <p>N/A</p>                            | <p>Ongoing throughout 2024-2028</p> | <p>Staff are aware of SLT strategies and interventions to support children with speech and language needs.</p> <p>Specialist TA, to deliver all SLT interventions</p> <p>Specialist TA to attend SLT training programmes and shadow Local Authority SLT</p> |
|  | <p>Further support social and emotional needs</p>                                                                                                  | <p>Each pupil identified to have a "calm down kit"</p> <p>Appointment of 2 play leaders to support regulation..</p> <p>ELSA interventions and Emotional Awareness groups for children with identified needs</p> <p>Dramatherapy to support selected pupils.</p> <p>Strong working relationship with Ealing Primary Centre for advice and outreach</p> | <p>Pupils with social and emotional needs identified by previous teachers at handover meetings in July and through Arbor SEN reports. Each class teacher creates 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</p>                   | <p>SENCo</p>                                                                   | <p>£2000 SEN budget for resources</p> | <p>Ongoing throughout 2024-2028</p> | <p>Staff are aware of 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>                                                |

|                                  |                                                                                                                                                                                                        | Training to all staff on Developmental Trauma to offer strategies of support for pupils with SEMH. | support for pupils with SEMH needs.<br><br>2026/1027 Implementation of Regulation Support Plans for pupils with behaviours that challenge.                                                                |                            |      |                              |                                                                                                                                           |
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|                                  | 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 lifts instead of stairs.                                                                                | SLT                        | NA   | Ongoing throughout 2024-2028 | 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<br><br>Vigorous system of early identification of areas of need learning to robust paperwork and successful ERSA's. . | 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<br><br>2026/2027- Introduction of EHCP one sheet summaries, with all key information on them from the EHCP. | SENCo                      | N/A  | Ongoing throughout 2024-2028 | EHCPs communicated to all relevant stakeholders<br><br>Parents to be included in decision making                                          |
| Aim                              | Current good practice<br><i>Include established practice</i>                                                                                                                                           | Objectives<br><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 Physical Access at | Identified children have specific equipment and setting arrangements which have been                                                                                                                   | Arrange a meeting to focus on the layout of the classroom environment to ensure                    | Review and implement a preferred layout of furniture and equipment to support the learning                                                                                                                | Class teacher<br>SENCo/SLT | N/A  | Ongoing throughout 2024-2028 | Classroom environments enable all children to learn in a safe environment                                                                 |

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| <b>CtS Church of England School</b> | implemented throughout the year.                                                                                                                       | accessibility for children with a range of learning/behavioural/physical needs        | process in individual classrooms.                                                                                              |              |      |                                |                                                                                                   |
|                                     | 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 | SLT to carefully plan placement of classrooms for high needs pupils                                                            | SENCo/SLT    | N/A  | Ongoing throughout 2024-2028   | All children are in the correct classrooms which are the safest environment for them.             |
|                                     | Learning environments are safe for all pupils<br><br>Additional finger guards installed at the Broadway Site for sensory seeking pupil                 | Ensure all rooms are safe for all groups of pupils                                    | Continuous dynamic risk assessment and review of safety equipment including finger guards and door safety devices              | Site manager | £400 | Annually reviewed in September |                                                                                                   |
|                                     | Reasonable adjustments made for staff where possible                                                                                                   | Ensure disabled staff can access all areas of school and carry out their role         | Review workplace adjustments and/or risk assessments with individual staff where required and implement reasonable adjustments | SLT          |      | Ongoing throughout 2024-2028   | Staff are able to access all relevant areas of the school and carry out their duties effectively. |

|                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                       | in line with the Equity Act.                                                                                                                                                                                                             |                           |             |                                    |                                                                                                 |
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| <b>Aim</b>                                                                           | <b>Current good practice</b><br><i>Include established practice</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Objectives</b><br><i>State short, medium and long term objectives</i>                                                                                                                                                                                                                                                              | <b>Actions to be taken</b>                                                                                                                                                                                                               | <b>Person Responsible</b> | <b>Cost</b> | <b>Date to complete actions by</b> | <b>Success Criteria</b>                                                                         |
| <b>Improving the Delivery of Written Information at CtS Church of England School</b> | <p>Makaton training for staff (where applicable)</p> <p>PECS training for EYFS staff</p> <p>All teaching staff wear the same visuals on their lanyards to promote "total communication" for all pupils.</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 and Hearing Impairment Team as needed to</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>2026/2027 Visual timetables are consistent through each classroom and there are communication boards available in outdoor spaces</p> | SLT/SENCo                 | Ealing CPD  | Ongoing throughout 2024-2028       | <p>Classroom environment to have resources in place.</p> <p>EYFS team to be trained in PECS</p> |

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|  | monitor progress and impact                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                |                                                                                                                                                                                                                                              |           |     |                              |                                                                                                                                                               |
|  | Embed procedure for reporting SEN concerns                                                                                                                                                                                                                                                                                                                           | Continue to use the SEN reporting system that records concerns and interventions that have taken place to support.                             | <p>Ensure that all new staff know new reporting system through introduction during Inset in September and Year Lead meeting September</p> <p>2026/2027 Introduce a flow chart for teachers' initial concerns to make the process clearer</p> | SENCo/SLT | N/A | Ongoing throughout 2024-2028 | 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 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 mornings which are accessible to all parents</p> | Introduce Parent Information Afternoon for each year group. Parents to be informed of year group expectations, homework, curriculum and trips. | <p>YLS/SLT to create presentations to present to parents. Year groups to present this information to parents.</p> <p>2026/2027 Further develop bi-termly SEN parents coffee afternoons</p>                                                   | SLT       | N/A | Ongoing throughout 2024-2028 | All parents are informed about information that is relevant to them through parents information evening, parents' evening, regular emails and website updates |

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|  | Parents in the Early Years are regularly invited to 'Stay and Play' events |  |  |  |  |  |  |
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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 | The 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.<br><br>2026/2027 Practice fire drills to prepare high needs pupils in case of emergency and assess risks. Social stories are used in | Site manager<br><br>SLT | On going            |

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|                         |                                                                                                                                                | preparation for dysregulated pupils      |                     |                       |
| 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<br>SLT | On going              |
| Emergency escape routes | Labels well and clearly displayed throughout school.                                                                                           | Continue to ensure signs are maintained. | Site manager<br>SLT | Annually in September |

### 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?                                                                                                                                                                                                                    |  |

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| 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?                                                             |  |
| Consider 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?                                                         |  |