St Christopher's
THE HALL SCHOOL

PART OF
ST DUNSTAN'S EDUCATION GROUP

ACCESSIBILITY PLAN

Policy Owner:	Head of School
ISSR Reference:	Part 1 – Quality of Education Provided Part 8 – Quality of Leadership in and Management of Schools
Date of review:	Autumn 2025
Approved by:	Local Board
Date of next review	Autumn 2027

Version control information

Reason for Amendment	Role	Date	Main Changes
New policy	Chief Operating Officer	Autumn / Michaelmas 2025	

1. Introduction and aims

This policy applies to all staff, pupils, parents/carers, visitors and contractors and third-party providers.

St Christopher's the Hall School is committed to providing an inclusive and welcoming environment that promotes equality and embraces diversity. We will treat all pupils, staff and visitors fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind so that all pupils can participate fully in school life. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

St Christopher's the Hall School (the school) aims to:

- Value all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs
- Improve the physical environment of the school for the purpose of increasing accessibility for all
- Develop and deliver an Accessibility Plan that outlines how the school will improve accessibility for pupils, staff and visitors, in line with Equality Act 2010
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils can take full advantage of curricular and co-curricular activities, facilities or services offered by the school
- Improve the delivery of information to disabled pupils which is readily accessible to pupils who are not disabled
- Ensure all staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

2. Legislation and definitions

2.1 Legislation

This policy is informed by the Equality Act 2010. The Equality Act 2010 protects people with disabilities from discrimination, harassment and victimisation in areas such as employment, education and access to services. It requires reasonable adjustments to ensure disabled individuals are not disadvantaged. Schedule 10 of the Equality Act 2010 specifically relates to accessibility for disabled pupils in schools. It lays out the duties of schools and local

authorities to improve access to education for disabled students. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises. The School's Special Educational Needs and Disability (SEND) Policy sets out the School's policy on reasonable adjustments.

Guidance for schools on applying the Equality Act 2010 is available from the DfE:
Department for Education (DfE) Guidance for schools on the Equality Act 2010

2.2 Definitions

Accessibility Plan	An accessibility plan seeks to: 1. Increase the extent to which disabled pupils, staff and visitors can participate in all school activities, curricular and co-curricular 2. Improve the school's physical environment for the purpose of increasing the extent to which disabled pupils, staff and visitors can take advantage of all aspects of school life 3. Improve the delivery to disabled pupils, staff and visitors of information which is readily accessible to individuals who are not disabled.
Disabled	The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.
Reasonable adjustments	Defined by the Equality Act 2010, reasonable adjustments are changes that employers, service providers, or education institutions must make to remove barriers faced by disabled people. These adjustments seek to ensure equal access and opportunity and must be *reasonable* depending on factors like cost, practicality and the resources of the organisation.

3. Role and responsibilities

3.1 St Dunstan's Education Group

The St Dunstan's Education Group Board has ultimate responsibility for ensuring compliance with this Accessibility Plan but will delegate day-to-day responsibility to the Chief Executive Officer (CEO).

The Local School Board is responsible for:

- Ensuring an approved Accessibility Plan is in place for each school and reviewed annually
- Monitoring progress with the plan, including termly consideration of associated KPIs
- Ensuring that accessibility is embedded in the Group's core purpose, values and strategy.

3.2 The Chief Executive Officer of St Dunstan's Education Group

The Chief Executive Officer (CEO) is responsible for:

- Having strategic oversight of the Group's Equality and Diversity Policy and the implementation of the individual schools' Accessibility Plans
- Ensuring adequate resource and support is in place for the individual schools to deliver their Accessibility Plans
- Championing equality and diversity as part of the Group's core purpose and values.

3.3 The Head of school

The Head of school is responsible for:

- Overseeing the school's Accessibility Plan
- Seeking input from stakeholders (pupils, staff, parents/carers) to consider improvements to the Accessibility Plan
- Overseeing the work of the Special Educational Needs Coordinator
- Ensuring that their staff are aware of this Accessibility Plan and understand their role in delivering it
- Ensuring that the school's CPL programme includes opportunities to engage with inclusive teaching practices
- Monitoring performance and KPIs related to the Accessibility Plan, providing termly updates to the governing body.

3.4 Chief Operating Officer

The Chief Operating Officer (COO) is responsible for:

- Ensuring the Accessibility Plan is up to date and compliant with Equality Act 2010 and best practice
- Overseeing the estates, facilities and staff aspects of the school's Accessibility Plan
- Overseeing the Group's estates masterplan, ensuring that accessibility is integrated into all aspects of future upgrades and developments

- Monitoring performance and KPIs related to the estates and facilities aspect of the Accessibility Plan, providing termly updates to the Governing Body.

3.5 The Director of Estates

The Director of Estates is responsible for:

- Leading on the estates aspects of any accessibility-related improvements
- Managing estates-related projects to ensure they are always underpinned by good accessibility principles.
- Monitoring performance and KPIs related to the estates and facilities aspect of the Accessibility Plan, providing termly updates to the executive.

3.6 The Special Educational Needs and Disabilities Coordinator

The Special Educational Needs and Disabilities Coordinator (SENDCO) is responsible for:

- Reviewing the school's policies, procedures and facilities as they are like to affect pupils and prospective pupils who are disabled
- Identifying the needs of pupils with SEND and assessing the accessibility needs of individual pupils
- Coordinating personalised learning plans and liaising with staff to ensure appropriate adjustments and support are in place
- Providing training and guidance for staff on inclusive teaching practices and accessibility awareness and the specific commitments made on the school's Accessibility Plan
- Providing clear guidance and support to staff on making reasonable adjustments
- Evaluating the effectiveness of accessibility measures and contributing to updates of the Accessibility Plan to ensure adequate planning for the future.

3.7 Director of People

The Director of People is responsible for:

- Leading on the staff-related aspects of the Accessibility Plan
- Ensuring that Group's training programme includes opportunities to engage with EDI and specifically disability awareness
- Providing clear guidance and support to staff and their line managers on making reasonable adjustments.

3.8 St Christopher the Hall School's Pastoral Leadership Team

Members of the PLT are responsible for:

- Understanding this Accessibility Plan and their role in delivering it.
- Ensuring that staff are aware of this Accessibility Plan and understand their role in delivering it.
- Fully engaging with EDI training, including understanding disability issues.

3.9 All staff

All staff are responsible for:

- Understanding this Accessibility Plan and their role in delivering it
- Fully engaging with EDI training, including understanding disability issues.

3.10 All pupils

All pupils are required to:

- Be inclusive of pupils, staff and visitors with disabilities
- Participate in school-led initiatives and activities that raise awareness about disability, accessibility and inclusion.

3.11 Parents / carers

All parents / carers are asked to:

- Share knowledge of their child's disability and its effect on their ability to participate in school life, making suggestions to improve the Accessibility Plan whilst recognising the definition of reasonable adjustments
- Work collaboratively with the school in the development and review of individual support plans, access arrangements, or reasonable adjustments
- Provide constructive feedback on how the school is meeting accessibility needs, including participation in surveys or consultations.

4. Principles of the accessibility plan

4.1 The extent to which disabled pupils can participate in the school curriculum and prospective and current staff can fulfil their roles

The school is committed to:

- Ensuring that the pupil admissions process and staff recruitment process is inclusive, ensuring all applicants are treated fairly and equitably with reasonable adjustments

made to accommodate individual needs, removing barriers and supporting access for pupils and employees with disabilities or additional requirements
- Ensuring all teachers and support staff are trained in inclusive and accessible teaching practices
- Ensuring all staff are trained in inclusive practices including disability awareness and providing CPD in areas such as inclusive leadership and workplace wellbeing
- Providing assistive technologies and resources to support learning and work practices
- Embedding inclusive recruitment practices for pupils and staff
- Modifying the curriculum where necessary to meet the needs of disabled pupils.

4.2 The physical environment of the school to increase access to education by disabled pupils and prospective pupils and opportunities for staff and prospective staff

The school is committed to:

- Conducting regular accessibility audits of school facilities and digital environments
- Implementing necessary modifications to improve access, such as ramps, handrails and accessible toilets
- Ensuring that cocurricular activities, sports and educational visits are inclusive and accessible
- Providing accessible and adaptive classrooms and workspaces
- Ensuring clear signage and pathways for easy navigation
- Ensuring that accessibility is a core part of the estate development plan and that all development projects are underpinned by good accessibility principles.

4.3 The delivery of information to pupils, parent / carers, staff and visitors with disabilities

The school is committed to:

- Providing information in alternative formats, such as Braille or large print, upon request
- Using digital platforms to disseminate information in accessible formats
- Ensuring communication support for pupils and staff who require it, for example hearing loops or sign language interpreters.

5. Monitoring

The school will engage with pupils, parents/carers, staff, PLT and external experts to gather feedback and ensure the plan fully meets the needs of the school community.

The Head of School and the SENDCO will meet annually to frame recommendations for inclusion in the plan and monitor progress. These recommendations include input from the executive and senior leadership teams. The plan will then be updated with adjusted timeframes where necessary.

This Accessibility Plan will be formally reviewed every three years, or more frequently if significant changes occur. The plan will be published on the school website and paper and large-print copies are available on request. KPIs and metrics to be used to measure performance, with the Head of the school and the COO taking responsibility for the monitoring and reporting on these KPIs to the Group Board.

There will be a full review of the accessibility plan every three years, at which time a new plan will be published.

6. Links with other policies

This Accessibility Plan relates to the following policies:

- Admissions Policy SCTH
- Child Protection & Safeguarding Policy SCTH
- Curriculum Policy SCTH
- Group Educational Visits Policy
- Expected Pupil Behaviour SCTH
- Fire Safety Management Plan SCTH
- Group Health and Safety Policy
- Special Education Needs Policy SCTH
- Supporting Pupils with Medical Conditions Policy SCTH

Appendix A: Action plan for increasing the extent to which disabled pupils can participate in the school curriculum and disabled staff can fulfil their full potential

Aim	Current good practice	Actions to be taken	Timefra me	Success criteria
Enable staff to increase their knowledge and understanding of the needs of disabled pupils.		Individual healthcare plans are in place for students with specific accessibility requirements. The Learning Enrichment Department provides all staff with discrete information on pupils with Special Educational Needs.	Ongoing	Staff confidence in providing appropriate teaching and support for disabled pupils.
Understanding of additional requirements in practical work are understood and prepared for in advance.		Timetabling changes to allow additional time as required. Pupil buddy arrangements	Ongoing review of materials	Staff confidence in providing appropriate teaching and support for disabled pupils.
Organisation of classrooms to enable full participation of pupils with a disability and provision of appropriate learning tools, for example, specialist IT software.		Guidance from specialists used when required, for example, the local authority.	As required.	To ensure effective le arning and safety at school.

Ensure an environment free from discrimination or harassment for all disabled students, stakeholders, and students with SEND.		Record and report consistently using CPOMs. Plan assemblies around key ethos themes like tolerance and British Values.	Ongoing	The school maintains zero incidents of discrimination and harassment.
Provide continuous disability awareness training for staff to ensure understanding of students' varied needs and proactive support responsibilities.		Provide targeted training for Learning enrichment staff across diverse needs to support students and maintain regular reviews and updates of risk assessments.	Long term	Strengthen opportunities for all students to fully access and engage with the curriculum.
Regularly review the curriculum to ensure accessibility for all learners and confirm that PE provision is fully inclusive.		Monitor and review curriculum and PE accessibility, including disabled sports, to ensure every student can participate fully with necessary reasonable adjustments.		Ensure all students can access the entire curriculum and achieve their potential.

Appendix B: Action Plan for improving the physical environment of the school to increase access to education by disabled pupils

Aim	Current good practice	Actions to be taken	Timeframe	Success criteria
Ensure clear signage that can be used by pupils and staff with a visual impairment.	Clear signage used across the site	Update of signage through the building taking account of appropriate colours and size required for the signs.	Medium Term	Signage throughout the building is DDA compliant.
Optimise the physical working environment for pupils and staff with a disability.		In building improvement works, select lighting and paint schemes to help the visually impaired. Carpeting and use of acoustic panelling to assist staff and pupils with a hearing impairment.	Long Term	Delivery of effective learning in an optimal working environment.
To safely evacuate students or staff with mobility issues in an emergency.	A number of staff currently trained on EVAC chair	All staff to complete EVAC chair training	Long Term	Students can be evacuated safely from the first floor in an emergency.

Enable disabled pupils and visitors to access the ground floor of the School building.		Main entrance accessible for wheelchair users. Stairways and corridors are kept clear to allow wheelchair users access into communal areas, classrooms and the playground. Classrooms are organised for pupils with a disability.	Ongoing	Compliance with DDA requirements
Allocate accessible parking bay for disabled people		An accessible parking space within 50m from entrance	Medium term	Marking and signage for 1 space. (This is 5% of the outside car parking)
Provide access to upper story classrooms if at all practicable.		Use of lift as required for any pupils or staff requiring assistance accessin g the Upper Floors. Providing information to staff on where to access the lift lobby and obtain the lift key. Prioritise disabled access points as an integral part of any planned rebuild improvement	Ongoing	Ability of disabled pupils and staff to access all areas of the School.

Provide accessible toilet facilities for disabled pupils and visitors.		Ongoing monitoring of toilet facilities to ensure it meets all the latest DDA requirements.	Ongoing	Accessible toilet available on the Ground Floor with clear signage.

Appendix C: Action Plan for improving the delivery of information to disabled pupils and staff

Aim	Current good practice	Outcome	Time frame	Success criteria
Ensuring availability of written material in alternative formats.		Where needed, the school will provide written information on alternative formats e.g. If a child cannot attend School for health reasons the school offers access to work and other resources through electronic means. Diagrams described and material on smartboards is read out loud as required. Copies of slides and diagrams available to pupils.	Ongoing	To ensure effective learning and safety at school.
Effective use of technology to improve teaching and learning for all pupils.		Ensuring availability of specialist equipment which meets the needs of pupils with a disability: touch screen computers, easy to use keyboards, use of iPads, text to speech software and software to connect words and pictures.		Widening of opportunities for learning for pupils with a disability.