



# Accessibility Policy

September 2023

# ACCESSIBILITY POLICY

<b>Policy to be reviewed triennially</b>			
<b>Action</b>	<b>Owner</b>	<b>Date</b>	<b>Completed</b>
Review	Bursar (Paul Neagle)	September 2023	✓
Approved	Head (Sandrine Paillasse)	September 2023	✓
Approved	Health, Safety and Premises Committee	November 2023	✓

Date of next review: September 2026

<b>To be published on</b>	
School network	✓
School website (if appropriate)	✓

## **Accessibility notice**

To enable easier reading, this Policy is available in a larger font upon request.

## **ETHOS AND AIMS**

St Christopher's strives to be a fully inclusive and welcoming school and therefore aims to:

- ensure that each and every pupil and employee can access what is on offer at the school;
- ensure compliance with the Equality Act 2010 and the Special Educational Needs and Disability Act 2014;
- have regard to the guidance issues by the Equality and Human Rights Commission

### **1. DEFINITION OF DISABILITY AND SCOPE OF THE PLAN**

"Reference to 'disabled people' includes disabled children, young people and adults, as pupils, employees, governors, parents and carers and other members of the wider community who might use school premises for leisure or other activities. Disability may be:

- physical disability may include medical conditions for which a person needs the use of a wheelchair or has mobility difficulties (e.g., multiple sclerosis, cerebral palsy; hearing or sight impairments)
- mental impairment: a diagnosed mental illness; a severe learning difficulty; a psychiatric illness

Other conditions which may amount to disability include:

- Cancer
- HIV
- Severe disfigurements, scarring
- Progressive conditions
- Controlled impairment (e.g., use of a prosthesis; diabetes; epilepsy)

Disability may also include a history of impairment, for example a person who used to have a disability or medical condition and has recovered.

### **2. ADMISSION PROCEDURE FOR PUPILS**

St Christopher's School is committed to diversity and inclusion and to equal opportunities for all as outlined in our Equal Opportunities policy. We welcome prospective pupils with special educational or disabilities, provided they meet our academic entry requirements.

Admission to the school depends upon a prospective pupil meeting the criteria required to maintain and, if possible, to enhance, the educational and general standards for all its pupils, commensurate with the ethos to which the school aspires.

The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded child with a good prospect of a place at the secondary school of her choice. These criteria must continue to be met throughout the pupil's time at the school.

The school's policy is to apply these criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of their disability.

The school asks parents to complete a disability form in respect of a prospective pupil at the time of application. The school may request full details from previous schools if relevant and appropriate. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards as appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

Each pupil with a disability requires special consideration and treatment. If appropriate, adjustments will need to be put in place. The school will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before she becomes a pupil at the school.

The school will not offer a place if, after consideration and discussion of all reasonable adjustments, the school will not be able to provide adequately or appropriately for the child's physical, mental and educational needs.

The school recognises that some disabled pupils may also require specialist support from our Learning Enrichment Department, and the school would normally discuss this issue with parents before their child enters the school. Copies of St Christopher's School's Learning Enrichment Policy may be requested from our office.

### **3. PHYSICAL ACCESSIBILITY**

Parents and prospective parents of disabled children may wish to obtain copies of St Christopher's School's Accessibility Plan from the web site. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

St Christopher's school has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its Victorian buildings. We have portable ramps for access to buildings.

### **4. EDUCATION AND OTHER ADJUSTMENTS FOR PUPILS**

The school has a duty to make reasonable adjustments to the education provided. This might include:

- The curriculum
- Classroom organisation
- Assessing and marking
- Sports
- Access to laptops / devices
- Access to large print documents
- School policies
- Breaks and lunchtimes
- School discipline, rewards and sanctions
- Co-curricular activities
- 11+ preparation, and preparation of pupils for secondary school

### **5. REASONABLE ADJUSTMENTS FOR VISITORS**

The school seeks to ensure that it is accessible to visitors, for example for:

- Prospective candidates and their families

- Parents' evenings
- School performances (music, drama, sports)
- Conferences

## **6. REASONABLE ADJUSTMENTS FOR STAFF**

As an employer, the school seeks to ensure that all staff are able to engage fully with the working life of the school. The school has a duty to consider reasonable adjustments where a workplace feature or practice puts an employee with a disability at a disadvantage. Adjustments will be discussed with the member of staff affected. They might include providing special furniture or equipment, reorganising timetables or the working day to accommodate particular travel arrangements or the need for space within the day. Reasonable adjustment might also include changing some of the employee's duties where it is possible to do so.

The school may ask the member of staff to obtain medical reports or arrange for advice from occupational health or external services to inform decision making regarding reasonable adjustments.

## **7. FIRST AID**

First Aid is provided by trained staff, overseen by our Welfare Officer who is based in the school office.

## **8. STAFF TRAINING**

Within the programme of INSETS and termly progress review meetings, staff are made aware of the needs of individual children and how to ensure they can access every aspect of the curriculum.

## **9. REVIEW**

The school has set up an Accessibility Policy review process as a part of its Health and Safety policy:

- To review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.
- To make recommendations with a view to improving the accessibility of its education in its many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future and to prepare this Accessibility Policy.
- To review such plans and policies as necessary.