Accessibility Plan

St Christopher's C of E Primary School

Journey. Strength. Pride.
In our distinctly Christian environment

Reviewed	Next Review	Version No	Headteacher	Governor	Premises Manager
April 2022	May 2023	1	Caroline James	Mel Duffield	Dean Alford
May 2023	Nov 2024	2	Caroline James	Mel Duffield	Dean Alford
Nov 2024	Nov 2025	3	Chloe Brown	Mel Duffield	Dean Alford
Nov 2025	Oct 2026	4	Chloe Brown	Hannah Sammons	Dean Alford
Oct 2026	Oct 2027	5	Chloe Brown	Liza Field	Dean Alford

At St Christopher's, we want all children to learn within a safe and peaceful community. Through broad and balanced experiences, we inspire wonder, encourage perseverance and individual growth. Our Christian values underpin our peaceful school where we work in partnership with families to nurture the whole child and instil compassion towards others, providing a basis for a hopeful future.

Accessibility Plan

Section 1: Vision Statement

Purpose of the Plan

The purpose of this plan is to show how St Christopher's C of E Primary School intends, over time, to increase accessibility for disabled pupils. The school is committed to providing an inclusive environment which enables access to the curriculum and wider school life and values all pupils, staff, parents and visitors, including those with physical, sensory, communication, learning and other needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

a) They have a physical or mental impairment.

b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Disability may not always be visible. We consider the barriers each pupil may face and take reasonable steps to remove or reduce them so that pupils can participate fully in school life.

Legal Background

Under the Equality Act 2010, schools have a duty to plan to improve accessibility for disabled pupils. The school also has duties not to discriminate unlawfully and to make reasonable adjustments. This plan should be read alongside the school's existing equality, SEND and health and safety arrangements.

The Accessibility Plan sets out the school's priorities in the three areas required by Schedule 10 of the Equality Act 2010:

- Increasing the extent to which disabled pupils can participate in the school curriculum, including teaching and learning, clubs, school visits and other wider opportunities;
- Improving the physical environment of the school so disabled pupils can take advantage of education and associated facilities;
- Improving the delivery of information to disabled pupils in accessible formats and within a reasonable time.

Documents and policies

The Accessibility Plan should be read in conjunction with other school policies, strategies and documents:

- Curriculum Policy
- Equality Information and Objectives
- Health and Safety Policy
- SEND Policy and SEN Information Report
- Behaviour Policy
- School Development Plan
- School website and vision statement
- Supporting Pupils with Medical Conditions Policy

The school's complaints procedure covers concerns relating to this Accessibility Plan.

Training

Whole-school training will continue to raise awareness of accessibility and equality issues. Additional training, including medical, intimate care, communication and mobility needs, will be arranged where required for individual pupils.

Plan Availability

The school makes the Accessibility Plan available in the following ways:

- A copy is published on the school website.
- An accessible copy can be requested from the school office.
- A copy can be found on Smart log.

Review and Evaluation

This Accessibility Plan will be resourced, implemented, reviewed and revised as necessary. Progress against the priorities will be considered annually and a new plan will be prepared at least every three years. The action tables below identify the areas to be addressed and those responsible.

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice Includes established practice and practice under development	Objectives Short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils with a disability	St Christopher's provides a broad and balanced curriculum for all pupils. Teachers use high-quality teaching, scaffolding, adapted resources and reasonable adjustments to remove barriers to learning and support participation alongside peers.	Provide relevant staff training, including medical and intimate care needs. Make effective use of appropriate ICT and assistive technology so pupils can participate in lessons and wider activities.	Audit staff CPD needs. Identify suitable specialist resources and technology. Review accessibility when planning lessons, trips and clubs.	Class teachers / SENDCo	Ongoing	Staff training needs identified and met. Evidence of suitable resources and adjustments being used. Pupil participation and feedback.

Section 2: Aims and objectives (continued)

Aim	Current good practice Includes established practice and practice under development	Objectives Short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Improve the delivery of written information to pupils	The previous plan identified limited signage around the school. Existing visual signs and symbols need to be checked for clarity and accessibility.	Improve school signage, including appropriate visual symbols or pictures to support pupils with communication needs and visitors unfamiliar with the building.	Review signage across the school. Consider clear lettering, accessible contrast and consistent symbols for key rooms and facilities.	Head teacher / Premises manager / SENDCo	Reviewed: Oct 2026–27	Clear, consistent signs are displayed in priority areas. Pupils and visitors can locate key rooms.
Improve access to school information for families and visitors	Staff are welcoming and support parents and visitors. Reception arrangements include help with questions and information requests.	Improve communication at the main school entrance and reception and provide information in accessible formats where required.	Display a notice explaining how to request accessibility assistance. Make larger-print and accessible electronic versions of key information available on request.	Headteacher / office team	Ongoing	Accessibility information is available and requests for alternative formats are supported.

Section 2: Aims and objectives (continued)

Aim	Current good practice Includes established practice and practice under development	Objectives Short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Improve and maintain access to the physical environment	Specific pupils have equipment and classroom arrangements in place to support access. Arrangements are reviewed at transition points and when needs change.	Review classroom layouts and school spaces so they are accessible to pupils with a range of mobility, sensory, communication, learning and physical needs.	Consider furniture, circulation routes, entrances, privacy and accessible toilet or intimate-care facilities. Carry out a site review and agree necessary actions.	Class teachers / SENDCo / Headteacher / Premises manager	Ongoing	Pupils can access classrooms and routines safely. Suitable personal-care arrangements support privacy and dignity.

Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two storeys. All ground-floor classrooms have external access. Ground-floor access is via the playground entrance main doors and via the main school entrance/reception. Access to the first floor is via the lift or stairs at the rear exit doors.	Ensure the lift is accessible and maintained. Check evacuation arrangements and the number and location of evacuation chairs. Train relevant staff in their use.	Headteacher / Premises manager	Checked: Oct 2026
Corridor access	Corridors are described as wide enough for wheelchair manoeuvring.	Keep corridors tidy and free from obstructions such as coats and bags. Remind staff and pupils as needed.	All staff	Ongoing
Parking bays	Disabled parking bays are described as near the green container at the reception entrance.	Keep designated parking spaces and the ramped access from the car park to the school entrance clear.	All staff	Ongoing
Entrances	The main entrance has ramped access from the car park.	Display information on how visitors can request accessibility assistance. Check entrance access.	Headteacher /Premises manager	Checked Oct 2026

Section 3: Access audit (continued)

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Entrances and evacuation chairs	The main entrance has ramped access from the car park. The previous plan also records two evacuation chairs on the first floor.	Keep ramps, gates and access points clear. Check the chairs are maintained and relevant staff are trained.	All staff / Premises manager	Ongoing; checked Oct 2026
Toilets	Previous plan lists one Disabled/Accessible toilet near the Year 2/3 toilets, one at the main entrance and one on the first floor.	Check locations, signage, access, equipment and privacy, including suitability for any intimate-care needs.	Premises manager / SENDCo	Ongoing; checked Oct 2026
Emergency escape route	Emergency exit labels are displayed throughout the building.	Continue to check signage and review accessible escape arrangements, including personal emergency evacuation plans (PEEPs) where required.	All staff / Premises manager	Ongoing
Internal signage	The school has signage to support navigation. Check whether existing signs remain accessible to pupils with visual or communication needs.	Ensure signs are clear and accurate and use symbols or alternative formats where appropriate.	All staff / Premises manager	Ongoing