



Accessibility Policy and Plan

St Christopher's Church of England High School

Approved by:	The Governing Body
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Last reviewed on:	November 2025
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Next review due by:	November 2028
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St Christopher's CE High School Mission Statement

St Christopher's is a Church of England Academy where pupils and staff work together, in the knowledge and love of God. We try to act out our faith in daily life, with Christ as our example.

Within our strong Christian, Anglican context, we seek to promote the spiritual, moral, cultural, intellectual and physical development of our pupils, growing together as a caring and supportive community whilst preparing them for the opportunities, responsibilities and experiences of their adult lives.

We aim to achieve our mission by providing an environment which

- recognises that each member of the school community is an individual with specific needs and strengths
- fosters mutual respect and concern for others
- values the contribution made by each member of the school community
- encourages and celebrates positive achievement
- actively supports those in need.

Foundation Scripture

“Blessed is the one
who does not walk in step with the wicked
or stand in the way that sinners take
or sit in the company of mockers,
but whose delight is in the law of the LORD,
and who meditates on his law day and night.
That person is like a tree planted by streams of water,
which yields its fruit in season
and whose leaf does not wither—
whatever they do prospers.”

(Psalm 1:1-3)

This scripture underpins all that we do and everything that we stand for as a school.

Introduction.....	4
Definition of Disability.....	4
Context	4
Increasing Access to School Curriculum	5
Improving Access to the Physical Environment of School	5
Access to Information.....	6
Monitoring and Review	6
Our Access Plan	6
Accessibility Action Plan	6
Access to the Accessibility Plan	7
Policy Review.....	7

Accessibility Policy and Plan

This plan should be read in conjunction with the SEND Policy and Information Report.

Introduction

This policy outlines how the school promotes access for all pupils, staff, parents/carers, governors and visitors to the school who have disabilities, with regard to the Equality Act 2010.

As a Church of England school all we do is underpinned by Scripture, striving to ensure that everyone within our community is supported and encouraged to always give of their best irrespective of their situation or starting point.

The Governing Body has three key duties towards disabled pupils, as legislated by the Equality Act 2010:

1. We will not treat disabled pupils less favourably for a reason related to their disability;
2. We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. We aim to increase access to education and information for disabled pupils.

This plan sets out the proposals of the Governing Body of St Christopher's CE High School to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act 2010:

- a. Increasing access to the school curriculum
- b. Improving access to the physical environment of the school
- c. Improving access to information.

At the end of this document is our action plan and detail showing how the school will address the priorities identified in the plan.

Definition of Disability

The Equality Act 2010 defines a disabled person as someone who has "a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities".

'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

It includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Context

St. Christopher's is a secondary Church of England Academy where pupils and staff work together, in the knowledge and love of God. We try to act out our faith in daily life, with Christ as our example.

Within our strong Christian, Anglican context, we seek to promote the spiritual, moral, cultural, intellectual and physical development of our pupils, growing together as a caring and supportive community whilst preparing them for the opportunities, responsibilities and experiences of their adult lives.

We aim to achieve our mission by providing an environment which

- recognises that each member of the school community is an individual with specific needs and strengths
- fosters mutual respect and concern for others
- values the contribution made by each member of the school community
- encourages and celebrates positive achievement
- actively supports those in need.

Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition for disability. The Accessibility Plan shares objectives with the Special Educational Needs Policy and Information Report and should be read in conjunction with this document. This Accessibility Plan covers all of these pupils.

We aim to:

- Identify pupils with special educational needs and disabilities and ensure that their needs are met,
- Ensure that pupils with special educational needs and disabilities are able, as far as possible, to join in with all the activities of the school,
- To ensure that all learners make the best possible progress,
- To ensure that parents are informed of both their child's special needs and progress and that there is effective communication between parents and school

Increasing Access to the School Curriculum

We aim to enhance teaching and learning opportunities for all those in the school community with disabilities.

This may include:

- Consideration of whole-school ways of increasing participation and promoting inclusion in activities such as after-school clubs, leisure and cultural activities, and educational visits.
- An appropriately adapted curriculum, classroom support arrangements and provision of ICT to enhance learning opportunities.
- Implementing specific strategies such as SaLT intervention sessions, use of radio aids in classes, school counselling provision and / or access to therapy and specialist services in school, to enhance attendance and participation.
- Consideration of classroom/group organisation to ensure that all pupils achieve increased levels of school success (i.e. set classes for Maths / Science, mixed ability general sets),
- Consideration of curriculum offer and pupil choice and/or timetable flexibility to ensure access to appropriate qualifications,
- Consideration and consistent monitoring of the school's response to meeting pupil need through the graduated approach model,
- Identifying staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils,
- Ensuring pupils have a voice in decisions that affect them (School Council, SEND Reviews),
- Ensuring that disabled members of the school community are seen in a positive light through promoting disability and providing positive role models of adults with disabilities to encourage success and achievement, (e.g. SEND Admin HI)
- Ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education

Improving Access to the Physical Environment of the School

St. Christopher's already has a lift within each building and accessible toilets are available throughout school. We have changing facilities and a hoist available in both the main school and sixth form. Staff are experienced in supporting pupils with sensory impairments, including the use of radio aids, Braille, and dyslexia friendly texts, for example. Reasonable adjustments have also been made for staff members with specialist advice from Access to Work.

The Governing Body also considers potential improvements to accessibility in all areas of the physical environment such as:

- Changes to improve access to doors, stairs, toilets, changing facilities, and consideration of the impact of signs, colour schemes, lighting, heating etc.
- Changes outside of the school building e.g. provision of disabled parking,
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, assistive technology and ICT equipment,
- Improvement to the acoustic environment that might include installation of hearing loop systems,

- Improvements of storage implications for wheelchairs and other mobility devices,
- Application and progress on capital funding for major access works and details on schools funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the school's exterior spaces.

Access to Information

The Governors consider how this is to be achieved by:

- School published material is available in a selection of formats,
- Reviewing access to information for those who speak English as an additional language or who have communication needs,
- Evaluating the readability of information including the school website to ensure accessibility for a wide range of diverse needs and abilities,
- Considering curriculum resources: e.g. providing dyslexia friendly English texts, coloured paper and exercise books.

Monitoring and Review

The SEND Governor and SENDCO are responsible for reviewing the plan annually and report to the Curriculum Governors Subcommittee and the Buildings and Finance Committee.

Evaluation that may be useful to judge success may include:

- Success in meeting identified targets.
- Changes in physical accessibility of school buildings.
- Questionnaires/responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the schools ability to promote access to educational opportunities for pupils with disabilities.
- Improved levels of staff confidence in reducing the barriers to success for pupils with additional needs.
- Recorded evidence (e.g. extra-curricular registers) that a high proportion of pupils with disabilities are actively participating in all areas of the school.
- Recorded evidence of participation in trips and visits.
- Improved achievement outcomes and engagement for pupils with disabilities.
- Verbal and written pupil responses indicate that they feel a sense of belonging in our school community.

Our Access Plan

This has been produced after reviewing the school's existing plans (in particular any planned or proposed and our SEND Policy), looking at options for improving accessibility within existing arrangements and an audit of the school site for accessibility.

We monitor the implementation of the Plan and keep this under review to assess the needs of the school.

Accessibility Action Plan

Short Term

Objective: Availability of published and written material in alternative formats

Strategies: To develop understanding of availability of alternative formats e.g. Braille, alternative language translation

Outcome: School can provide published and written information in alternative formats.

Timeframe: Ongoing and as requested, dependent upon need

Improvement in Accessibility: Delivery of information to disabled pupils, students and their parents is improved.

Medium Term

Objective: Training for teachers on adaptive teaching, scaffolding and modelling

Strategies: Through the school's current CPD offer and in conjunction with the SENDCO, appropriate strategies will continue to be developed to improve pedagogy and practice; this will be further refined based upon specific needs, driven by pupil information on entry

Outcome: Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.

Timeframe: Ongoing

Improvement in Accessibility: Improved academic outcomes for disabled pupils and those with SEND

Long Term

Objective: To assess and install if appropriate the option of low-level base units in the pupil kitchens to allow wheelchair users to access kitchen facilities.

Strategies: Planned use of major capital delegated resources

Outcome: Allowing access to all school facilities for disabled pupils.

Improvement in Accessibility: Physical accessibility of school is increased

Access to the Accessibility Plan

The plan will be available via:

- The school's website or in hard copy upon request.
- In an alternative format on request by arrangement.

Policy Review

Review date: 2025

Reviewed by: SENDCO

Approved by Full Governing Body: 2025

This policy is reviewed every 3 years

Next review: November 2028



**That person is like a tree planted by streams of water,
which yields its fruit in season and whose leaf does not wither-
whatever they do prospers.**

Psalm 1:3



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