



# ESHER CHURCH SCHOOL

*Christ at the Centre; Life to the Full*

## Accessibility Policy and Plan

**Ratified:** September 2018

**Review:** September 2021

---

### **Rationale:**

Esher Church School is committed to providing a fully accessible environment. Our School's core Christian Values of Wisdom, Hope, Community and Dignity guide our actions in order that we can build a place which values, respects and includes all pupils, staff, volunteers, parents and linked community members, irrespective of their age, educational background, physical, sensory, mental, spiritual, emotional or cultural needs. We are committed to challenging negative attitudes about disability and to nurturing a culture of awareness, tolerance and inclusion.

## Aims

Esher Church School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. An Accessibility Plan is drawn up to cover a three year period.

The Accessibility Plan contains relevant actions to:

- improve **access to the physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education
- increase **access to the curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in play times, 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
- improve and make reasonable adjustments to the **delivery of written information** to pupils, staff, parents, volunteers and visitors with disabilities.

The attached tables set out how the school will achieve these aims.

**Improving access to physical environment:**

Targets	Strategies	Timescale	Responsibility	Success Criteria
Improve the physical school environment	The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	Ongoing	SLT, site manager and governors	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils as needed. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT, SENDCo, all teaching staff and site manager	As full as possible inclusion for all pupils. Safe evacuation in an emergency.
Review accessibility needs of children new to the school	EYFS Lead to visit vulnerable children at nursery to discuss needs with staff. For in year joiners communication with previous setting to ascertain levels of need; meetings with parents as necessary. Risk assessments written where needed.	As needed	Class Teachers SLT	Necessary measures are taken to improve access for children new to the school..
<b>Specific Actions 2018</b>				
Improve outdoor accessibility for all with VI	Repaint yellow/white markings in outside areas	October 2018	SBM	Steps and rails/posts more visible
Improve signage to disabled toilets	New signs in entrance hall/main hall to disabled facilities	October 2018	SBM	Signage in place
Review facilities for nappy changing in years R and 1	Procedures in place for nappy changing to be reviewed at October half term	October 2018	EYFS and KS1 Leaders	Review carried out and necessary actions shared

**Improving access to the curriculum and wider curriculum:**

Targets	Strategies	Timescale	Responsibility	Success Criteria
To meet the needs of new pupils who may need adapted or additional provision	Liaise with pre-school providers to prepare for the new intake of children into EYFS each year. Liaise with educational establishments to prepare for the intake of new children who transfer within year	Ongoing	HT / SENDCo / EYFS Leader and teachers	Provision set in place ready for when new child/ren start school
To ensure collaboration and information sharing between school and families.	Establish and maintain close liaison with parents/carers via meetings/feedback/liason books as needed	Ongoing	SLT and all teaching staff	Collaborative working results in successful outcomes
To ensure curriculum policies reflect inclusive practice and procedure in line with the Equality Act 2010	As curriculum and other relevant policies are updated, ensure that they cover the School's approach to equality and meeting the needs of disadvantaged groups	Ongoing	Subject Leaders, SLT & Governors	All policies clearly reflect inclusive practice and procedure
To ensure collaboration between key personnel	To establish and maintain close liaison with outside agencies for pupils with additional needs	Ongoing	SLT/SENCo, all teaching staff and outside professionals	Regular review of provision leads to successful outcomes
To include pupils with a access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra- curricular provision	Create personalised risk assessments and access plans for individual children as needed.	Ongoing	SLT, SENCo and teachers, co-curricular service providers /educational visits settings	Evidence that appropriate considerations and reasonable adjustments have been made
<b>Specific Actions 2018</b>				
Improve involvement of all children in playtime activities	Continue to implement OPAL project in line with Play Policy and OPAL action plan to ensure a range of suitable activities for all	July 2019	OPAL Team	All children fully engaged in active play

**Improving the delivery of written information:**

Targets	Strategies	Timescale	Responsibility	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	Offer information in alternative formats when needed. Access arrangements are considered and put into place for statutory testing	Ongoing	SLT, teachers, admin team and SENCo	Evidence that appropriate considerations and reasonable adjustments have been made
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Use a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.
<b>Specific Actions 2018</b>				
Improve information on website	Ensure information on website is fully compliant and provides information to parents in line with parent survey feedback (timetables/learning summary etc)	October 2018	SBM	Steps and rails/posts more visible