

# Esher Church School



## Accessibility Policy

**September 2025**

<b>Approved by:</b>	Ben Foley	<b>Date:</b> 1 <sup>st</sup> September 2025
<b>Last reviewed on:</b>	1 <sup>st</sup> September 2025	
<b>Next review due by:</b>	1 <sup>st</sup> September 2028	

## **Rationale:**

Esher Church School is committed to providing a fully accessible environment. Our School's core Christian Values of Community, Wisdom and Courage 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**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils.

Esher Church School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual; emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Esher Church School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of the Equalities Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in 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 the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school

and school events. The information should be made available in various preferred formats within a reasonable time frame.

## **Legislation and guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with nondisabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## **Monitoring arrangements**

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be monitored and approved by the governing body.

## **Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment
- Health and safety policy
- Equality information and objectives (public sector equality duty)
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- CPD policy
- Educational Visits Policy · Behaviour Policy · School Evaluation and Development Plan (SEFDP)

Accessibility Plan 2025						
Aim	current good practice  Include established practice, and practice under development	objectives  State short, medium and long-term objectives	actions to be taken	Person responsible	date to complete actions by	Review
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p>					<p>Work has been undertaken on development of the curriculum new schemes in place for non-foundation subjects. Training for these on INSET day September 2025. SENDCo and subject leads to work on development of scaffolding in these carried over to next plan.</p> <p>ISP provision mapper in place</p> <p>Provision map for wave 2 and 3 in place.</p> <p>Accessibility register to be established from September 2025 which will continue to support this.</p> <p>Pupil progress meetings to support this.</p>

Accessibility Plan 2025						
Aim	current good practice  Include established practice, and practice under development	objectives  State short, medium and long-term objectives	actions to be taken	Person responsible	date to complete actions by	Review
Improve and maintain access to the physical environment	<p>Explain your school's approach here.</p> <p>Example:</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <p>Ramps</p> <p>Elevators</p> <p>Corridor width</p> <p>Disabled parking bays</p> <p>Disabled toilets and changing facilities</p> <p>Library shelves at wheelchair-accessible height</p>					<p>Audit September 2025 – Step edging needs renewing – passed to premises team to be updated</p> <p>New building work to be covered in accessibility plan.</p>

Accessibility Plan 2025						
Aim	current good practice  Include established practice, and practice under development	objectives  State short, medium and long-term objectives	actions to be taken	Person responsible	date to complete actions by	Review
Improve the delivery of information to pupils with a disability	<p>Explain your school's approach here. Example:</p> <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <p>Internal signage</p> <p>Large print resources</p> <p>Braille</p> <p>Induction loops</p> <p>Pictorial or symbolic representations</p>					<p>All available as needed or we would hire in if needed</p> <p>We work closely with outside agencies to ensure that all needs are catered for and provisioned.</p> <p>Widget to be introduced from September 2025.</p>

## Access Audit – September 2025

Answer: 1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered.

Increasing disabled pupils' participation in the School Curriculum		1	2	3	4	Comments for school use
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		✓			CPD training for staff and LSAs Educare units to support Outside agencies to support training where needed
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?		✓			School led CPD, Educare courses Teachers – to sit in at least one session per year with OT/SALT (if child has EHCP), STIPs LSA – sessions with OT/SALT, time with ASD outreach, Fortnightly LSA CPD Other training/courses as appropriate Specialist training available through LA SLS, school nurse team and bought in services and charities
3	Do all staff seek to remove all barriers to learning and participation?		✓			High standard of Quality first teaching across the school – on going training and development of this Good level of awareness from staff about those children who need additional support to ensure access. Information shared with class cover teachers through cover sheets. Where possible regular supply cover so they know the children better All educational visits reviewed in advance to ensure the highest levels of participation. Universal offer/Ordinarily available provision to be reviewed 25-6 in line with new Surrey OAP
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?		✓			Equipment in place where needed Wave 2 interventions in place and well provisioned. Wave 3 provisions needs auditing to take place and development of offer widened and training put in place.

						Scaffolding needs development and training to be put in place.
5	Are all children and young people encouraged to take part in music, drama and physical activities?	✓				<p>We deliver a broad and balanced curriculum for all</p> <p>Club attendance is monitored annually to ensure inclusion</p> <p>All children participate in music lessons and P.E lessons.</p> <p>Where appropriate, children with 1:1 support have adaptations made allow engagement</p> <p>Aim for all children to represent school in sports music and drama events</p> <p>All children take part in sports day, adaptations made to help include children in clubs.</p> <p>Use of professionals to support e.g. physio for PE adaptations</p>
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	✓				<p>Children supported by adult to encourage participation.</p> <p>Modified equipment e.g. sponge balls, larger rackets used if needed.</p> <p>Adapted activities created which consider level of mobility.</p> <p>OT/Physio consulted to ensure adaptations made are appropriate and safe.</p> <p>Social stories and visiting the pool before going.</p> <p>Work with PE lead to ensure sports fixtures etc are accessible for all children and monitored</p>
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?		✓			A non-class based SENDCo also allows the opportunity to explore adaptations and support for class teachers and access to specialist teams.
8	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	✓				This will be supported through the implementation of the Equalities adjustment register. Additional training is tailored to those that are supporting children with specific needs (e.g. for support staff to support children in learning that requires the use of equipment, beyond the day to day). Children with access needs or EHCPs are given additional time to complete assessments as well as during classroom learning time.
9	Do you provide access to appropriate technology for those with disabilities?		✓			<p>On a case-by-case basis as necessary e.g. use of laptops</p> <p>All classes have a bank of 15 chrome books and SEND dept have 15 laptops for individual use and support which are deployed according to need</p>
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	✓				<p>Yes – risk assessments carried out to look at accessibility.</p> <p>Children supported by an adult to support participation.</p> <p>Residential trips require pre meetings with parents to be clear on specific needs when staying away (or adaptations like day visits).</p>



						Prepare children for trips to alleviate anxiety e.g. using social stories, looking at the website/itinerary for the day If needed, we invite parents to support their children to ensure full access Accessible coaches would be used when required
11	Do you make adoptions so that young people with disabilities can access extra-curricular activities?	✓				Yes, club attendance is monitored and will improve with Equalities adjustment record.
	Improving the delivery of information to disabled pupils	1	2	3	4	Comments for school use
12	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		✓			PowerPoint background and font choices to be dyslexia friendly Widget to be introduced to support and used for ALD Printouts of slides for pre-teaching and to support pupils. Communicate in Print available. Look into videos of key information like SEND report. Enlarged print available as needed. Non class based SENDCo allows for time to meet with parents and support information sharing.
13	Do you have the facilities such as ICT to produce written information in different formats?		✓			See above
14	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?		✓			At present, print, email, and texts. We do run parent information meetings at the start of year and for residential and SENDCo meets with parents to go through information for SEND children. Look into developing videos to support information sharing information in another format.
	<b>Improving the physical environment of the school</b>					Comments for school use
	Is furniture and equipment selected, adjusted and located appropriately?	✓				Checked ad hoc by caretaker/HT as part of termly health & safety walk. Class teachers decide on appropriate layout for class considering needs and professional recommendations supported and monitored by SLT. SENDCo and OT and other services to support where needed to ensure all is adjusted and located correctly
	Are pathways and routes logical and well signed? (both internal & external)	✓				Good signage at the front of the school to guide visitors to site
	Do you have emergency and evacuation procedures to alert ALL pupils?	✓				Emergency Plan in place. Evacuation procedures created and shared. Fire wardens aware of their role during evacuation. PEEPS in place for those that need them

	Is appropriate furniture & equipment provided to meet the needs of individual pupils?	✓				Yes and will be documented on the equalities adjustment register, e.g. fiddle toys, elastic chair bands, weighted blankets.
	Do furniture layouts allow easy movement for pupils with disabilities?	✓				Consideration of which classroom and seat children will sit in decided by class teachers when they are aware of the make-up of their classes. SENCo gives support. Outside agency support where needed.
	Are quiet rooms/calming rooms available to children who need this facility?		✓			Sunshine room is available during the day and for part of lunch. The LRC is used for part of the day and then is available. Spaces to sides of some classrooms for quiet work. Development of new spaces has been agreed and funded, and work will be starting on this. Work to be completed in the playground to develop a safe space here for children too for playground buddies to work from.
	Are car park spaces reserved for disabled people near the main entrance?		✓			Cones used to cordon off space.
	Is easy movement around the site and the main entrance possible?		✓			Yes – uncluttered spaces, wide doors and ramps and all one surface level.
	Do any entrance steps have a contrasting colour edging?		✓			Updating these is part of the premise development plan
	If there are steps, is a ramp provided to access all main entrances?	✓				Yes
	Is there a continuous handrail on ramps and steps to main entrances?		✓			Not on the front entrance but all steps /ramps internally.
	Is it possible for a wheelchair user to get through the principal door unaided?	✓				At present help needed to open doors
	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	✓				At present help needed to open doors
	Do all internal doors allow a wheelchair user to get through unaided?	✓				At present help needed to open doors Only doors with steps up and down are too the quad and this will be part of the building works being undertaken.
	Do all the corridors have a clear unobstructed width of 1.2m?					
	Does each block have a wheelchair accessible toilet?		✓			Two available– one in main building by hall, one at the end of the year 6 and reception corridor.
	Does the school have accessible changing rooms/shower facilities?		✓			Shower will be part of the development of the quad area taking place. Changing facilities in disable toilets
	Do any internal stairs have contrast colour edgings?					No stairs on site

	Is there a continuous handrail on each internal stair flight and landing?				No stairs on site
	Does the school have a lift(s) that can be used by wheelchair users?				N/A
	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?		✓		Yes – some rooms would require a ramp to allow easy accessibility as there is a small step down
	Are non-visual guides used to assist people to use the buildings?				Would require specific risk assessments based on individual need
	Is none of the décor confusing or disorientating for pupils with disabilities?		✓		We are working on developing reductions to distractions throughout the school e.g. nothing hanging from ceilings, clear and consistent signage, print big enough to be seen from anywhere in the classrooms, reducing the cognitive load of the classroom environment. Larger colourful display boards in corridors
	Is a hearing induction loop available (either fixed or portable) in the school?				No but we can hire if required
	Does the school have a "Soundfield" or similar sound reinforcement system?				No but we can hire if required
	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		✓		No – children would have a PEEP in place.

## Action plan 2025 – 2027

Action	Responsibility	Timeframe	Cost/resources	Review
<p>Develop SEND support</p> <p>Review and update individual SEND support plans to align with the new curriculum.</p> <ul style="list-style-type: none"> <li>- Provide targeted training for staff on scaffolding strategies.</li> <li>- Increase SEND team capacity to provide comprehensive support for all in all areas.</li> <li>- Implement regular SEND pupil progress reviews and adapt interventions accordingly.</li> <li>- Enhance collaboration with external specialists for additional guidance.</li> <li>-Develop parental participation and sharing of information.</li> <li>-Review and widen the schools universal offer in line with Surrey's new OAP.</li> <li>-Continue to develop training on routines and cognitive load</li> <li>-complete wave three audit and develop offer</li> <li>- develop classroom environments to support cognitive load and to be clear and easily viewed by children using the space.</li> </ul>	Inclusion lead and SLT and Staff	Starting 2025 to be reviewed annually in line with school priorities in improvement plan	CPD time	
<p>Ensure accessibility of SEND information</p> <ul style="list-style-type: none"> <li>-Develop accessible versions of SEND reports and information for pupils and parents.</li> <li>- Use multiple formats (e.g., easy-read, large print, digital audio) for SEND communication.</li> <li>- Train staff on effective communication methods for SEND families.</li> </ul>	Inclusion lead and staff including admin team	Starting 2025 and ongoing with regular review	CPD time	

<p>Improve physical accessibility in planned building work</p> <ul style="list-style-type: none"> <li>- Collaborate with architects and contractors to ensure all new building work meets accessibility standards.</li> <li>- Conduct accessibility audits of the quad and surrounding areas.</li> <li>- Integrate features such as ramps, handrails, and sensory-friendly spaces.</li> <li>- Consult with pupils with disabilities and parents on needs and preferences.</li> <li>- Provide staff training on use and support within new accessible spaces.</li> </ul>	<p>Inclusion lead, in collaboration with sites and premises team and parent and pupil task group</p>	<p>Starting 2025</p>	<p>Meeting time with groups for inclusion lead and CPD time with staff</p>	
<p>Embed SEND considerations in curriculum development</p> <ul style="list-style-type: none"> <li>- Involve SENDCo in curriculum planning and review meetings.</li> <li>- Ensure curriculum resources are accessible and inclusive.</li> <li>- Develop assessment tools that account for SEND adaptations.</li> <li>- Monitor SEND pupils' engagement and attainment across all subjects.</li> <li>- Provide ongoing professional development on inclusive curriculum design.</li> <li>- Develop scaffolding and adaptive teaching in the wider curriculum</li> </ul>	<p>Inclusion lead in collaboration with curriculum leads</p>	<p>Starting 2025</p>	<p>CPD time</p>	
<p>Introduce and share an Equalities Adjustment Register with school staff:</p> <ul style="list-style-type: none"> <li>- Create a register alongside teachers and learning support team</li> <li>- Class team to create one-page profiles alongside children so adults know how best to support children with additional need</li> </ul>	<p>Inclusion lead</p>	<p>Start of each year/ongoing</p>	<p>CPD time</p>	

<ul style="list-style-type: none"> <li>- Implement resources and equalities adjustments within the classroom</li> <li>- Share document with midday meal team</li> <li>– develop their confidence with how to support specific children</li> <li>- Audit use and effectiveness of additional equipment</li> <li>- Monitor adjustments</li> <li>- Update register annually</li> </ul>				
<p>To further develop support for the wellbeing of children:</p> <ul style="list-style-type: none"> <li>- Refine our core wellbeing offer</li> <li>- look at development of quiet spaces in school including sensory spaces.</li> <li>-look at quiet spaces for play and lunch support</li> <li>- Update website with organisations to support mental health and wellbeing</li> <li>- Continue to use Zones of Regulation as a school wide resource to support children’s understanding of their own emotions and strategies to support themselves.</li> <li>- Provision mapping of targeted intervention</li> <li>- Develop use of screeners to monitor progress of mental health/wellbeing intervention. (e.g. Boxhall)</li> <li>- Develop spaces for children who are dysregulated and are expressing anxiety can access that provide them with the space to calm</li> <li>-introduce whole school zones of regulation</li> <li>- Parent workshops</li> <li>– use of outside agencies such as Mindworks and Barnardos</li> </ul>	Inclusion lead and Metal health champion and ELSAs	Starting 2025	CPD	