

ST CHRISTOPHER'S SCHOOL

A Brighton College School



Accessibility Action Plan

2017 – 2020

This policy applies to EYFS

The Equality Action Plan has been developed to underpin the continual improvement to deliver the School's priorities for action identified in response to internal and external consultation and involvement of staff and pupils. Progress on achieving objectives and actions will be monitored annually and the action plan reviewed, revised and adjusted in so far as is reasonably practicable, in the light of outcomes.

As at January 2017 St Christopher's has no statemented pupils. We have several pupils with English as Additional Language (EAL). Pupils with individual education plans are monitored to assess progress relating to their Individual Education Plan (IEP) targets.

We have a number of pupils with medical disabilities. These include [dyslexia, dyspraxia, dyscalculia, hearing & visual impairment etc]. All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips).

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of St Christopher's.

St Christopher's acknowledge that under the Social Model of disability, it is the environment that leads to difficulties for the disabled accessing our buildings. We will always look at ways to remove those barriers so that everyone enjoys equal rights of access. We recognise improving access to our facilities is a benefit to all.

The quality and fitness for purpose of our school in providing access and support for those with disabilities is varied. Improvements when being planned will be based on the needs of all; we will continuously improve the way our access and facilities are delivered.

We undertake to consult with organisations, such as the local authority, representatives of local disabled groups and health professionals to improve our disability access and assist disadvantaged children and adults.

Should the withdrawal of accessibility, either temporary or permanent be necessary we will use our best endeavours to arrange reasonable alternative means of access the school and or its facilities.

We are committed to caring for our disabled community, staff, pupils and visitors, ensuring they enjoy the best available access, or appropriate adjustments are made when visiting St Christopher's School.

Visitors will be offered help and guidance by the school. Staff needs are assessed prior to appointment and pupils prior to admission. Unannounced visitors will be offered help and guidance by Staff.

1.	Key Areas / Action plan	Page 3-5
2.	Curriculum Planning, Teaching & Learning, Information and Communication	Page 6
3.	Staff Employment & Training (Disability & Discrimination)	Page 7-9
4.	Accessible Building & Accessibility for Pupils	Page 10
5.	Linked Policies	Page 11

1. Key Areas Identified / Action Plan

Location	Description	Works Required	Level of Urgency High / Med / Low	Projected Cost If Known Date to completion	Action To Be Agreed / By Whom
1.1 Front Entrance - South	Provide handrails to both sides of marble step	Front step would need to be removed and rebuilt to be able to fit appropriate handrails	Low	TBC	Landlord (as this will change the building structure), Headmaster and Bursar
1.2 All external steps	Highlight nosings to various areas	Paint/spray coloured anti-slip coating on leading edges of steps. Colour to be of contrast to that of step (preferably yellow)	High	Ongoing general maintenance in place to identified areas and maintain high visual colour	Bursar as part of general annual routine maintenance
1.3 Whole School	Wheelchair access to all areas	Provide accessible ramps with contrasting handrails to kitchen and hall entrance, main entrance and to the back quadrant	High	1 x access ramp held at school	Headmaster and Bursar as part of the school development plan, site not ideal for access
1.4 Main entry doors	Pull handles	Entrance doors to front (south) and kitchen entrance (West) to be fitted with pull handles – long contrasting handle to the pull side)	Low	TBC	Headmaster and Bursar as part of the school development plan
1.5 Kitchen Entrance	Wheelchair access to kitchen	Provide a concrete ramp for access – minimum gradient of 1:20, incorporating hand	Medium (as part of the ground works to be carried)	Clearance of area completed – December 2011. Phase 2 to remove Gas	Headmaster and Bursar as part of the school development plan. Entry no

		rail and landing in front of doorway		Metre was not possible	longer being used for public access after kitchen refurbishment in Summer 2013. Alternative to be explored
1.6 Room allocation	Allocation of area to be used as main reception area for disabled visitors	Classroom availability / would need to be arranged as and when the need arises	Low	As and when required	Headmaster and Bursar as part of the school development plan
1.7 Whole School	Provide a hearing loop	Portable hearing loop		TBC if there is future need	Headmaster and Bursar as part of the school development plan
1.8 Cloakrooms and toilets	Tap fitments to cloakrooms/toilet	Change existing taps to lever or push type	Completed	Lever taps added to hall, ladies & disabled toilet- & push type to pupil toilets in Summer 2013	Headmaster and Bursar as part of the school development plan
1.9 Male Toilet	Existing male toilet is too narrow for disabled users	Major refurbishment not possible	Low	Unable to comply	Headmaster and Bursar as part of the school development plan
1.10 Front entrance to North Courtyard	To raise the level of the pathway from the main building into the back quadrant	Ramp access now feasible due to extensive building works completed	Low	As and when required	Landlord (as this will change the building structure), Headmaster and Bursar
1.11 External staircase	Vertical circulation requires accessible lift to reach all floors and external stairs to be replaced with a new steel, fully enclosed staircase	New structure built Summer 2013 but unable to provide external lift due to space restrictions	Low	Unable to comply	Headmaster and Bursar
1.12 Fire Alarm	Fire alarm to be changed to enable hard of hearing/deaf people to hear the warning bell	Install "Deaf Alerter" type alarm system	High	New fire alarm system installed Summer 2014 – visual (optical) detectors – L2 specified	Completed

1.13 Individuals needs such as Pupils, Staff and Visitors	Planned reasonable adjustments, depending on circumstances, to allow access, continued employment/entry to the school	Consider ways to meet objectives and risk assess the needs of individuals	High	N/a	Ensure school policies and practices do not disadvantage people with particular disabilities
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2. Curriculum Planning, Teaching and Learning, Information and Communication

Objective	Action	Lead Responsibility	Completion Target Date	Projected Cost	Success Indicator
2.1 Ensure that information about disabled pupils needs are communicated effectively and accurately	Review effectiveness of information	SMT	Ongoing		Fewer breakdowns in communications Better feedback from pupils and their parents
2.2 Ensure parents and pupils have access to the information they need in suitable formats	Review current provision of information Act as a source of information and provide guidance as requested	Headmaster / SMT	Ongoing		More widespread provision of information in suitable accessible formats
2.3 Ensure appropriate support is available for pupils with mental health issues	Develop 'Mental Health Guidelines' and disseminate widely	Headmaster / SMT			Guidance agreed and widely disseminated
2.4 Ensure continued involvement of all, in developing provision for disabled people	Establish effective communication and feedback mechanisms with disabled staff and pupils	Headmaster / SMT			Regular feedback informing reviews of the scheme and improvements to the development of the action plan

3. Staff employment and training

Objective	Action	Lead Responsibility	Completion Target	Projected Cost	Success Indicator
3.1 Ensure that equalities data about staff is comprehensive and accurate	Run specific campaign to collect information on disabilities from existing staff	Headmaster/Bursar	Ongoing		Significant decrease in the amount of missing data
	Consider ways to ensure data is completed by job applicants at the point of recruitment	Headmaster/Bursar	Ongoing		Increase of accurate and up to date data. Reference to health related questions on application have been deleted.
	Review methods available to existing staff to identify themselves as disabled and ways to make this process easier	Headmaster/Bursar	Ongoing		No complaints from staff about process for identifying disabilities, if any?
	Introduce monitoring of promotion and staff development	SMT	Ongoing		Accurate data on staff development

Objective	Action	Lead Responsibility	Completion Target	Projected Cost	Success Indicator
3.2 Assign resource to further staff development provision to raise staff awareness of issues relating to disabilities and discrimination and consider where mandatory training is appropriate	Introduce targeted training for identified staff	Director of Studies SMT Headmaster/Bursar	Ongoing		Training attended by identified staff

3.3 Integrate disability and discrimination issues into the school learning and development programmes	Review current programmes and identify required changes	SMT	Ongoing		Training through PSHEE content identified and appropriate changes made
3.4 Ensure that the school recruitment process is accessible and encouraging to disabled and disadvantaged individuals	Review recruitment process. Ensure reasonable adjustments are made to the workplace to ensure disability is not a disadvantage compared to others	Headmaster/Bursar	Ongoing		Increase in the number of applicants with disability
3.5 Ensure that new staff, who are disadvantaged compared to others, receive appropriate induction	Enable the introduction of an orientation scheme with new and existing staff	Headmaster/Bursar	Ongoing		Staff undergo suitable orientation and induction. Reasonable adjustments are made to accommodate needs.
3.6 Ensure appropriate services are available and that disabled staff have access to the information they need in appropriate formats together with access to assistive technology	Review services Review available information Review assistive technology	Headmaster / SMT	Ongoing		Services meet the requirement of staff with disability Information is available in the appropriate format Assistive technology is provided
3.7 Ensure appropriate support is available for staff with mental health issues	Develop and initiate 'Mental Health Guidelines' and disseminate widely	Headmaster / SMT	Ongoing		Clear guidance issued for all staff

4. Accessible Buildings & Accessibility for Pupils

Objective	Action	Lead Responsibility	Completion Target	Projected Cost	Success Indicator
4.1 Ensure that all new and existing buildings and refurbishments to buildings, comply with DDA and Equality Act and other legislation	Conduct audit of premises Continue programme of Improvements Consider actions where a building cannot be made accessible Eliminate barriers to accessing the school community	Headmaster / Bursar	Ongoing		More accessible buildings designed or refurbished with sensitivity to the needs of all, with fewer individual adjustments Successfully meeting the needs of pupils, staff and visitors by overcoming barriers
4.2 Improve signage and other displayed information	Review signage, consult with disabled stakeholders and plan improvements	Headmaster / Bursar	Ongoing		All recruitment ads contain appropriate non-discriminatory wording
4.3 Ensure appropriate fire and other emergency procedures	Review procedures and responsibilities	Bursar / Governors	Ongoing		Appropriate plans reflecting the needs of those with disability in accordance with regulatory requirements

5. Linked Policies

- School Development Plan
- Learning Support Policy
- EAL Policy
- Teaching and Learning Policy
- Child Protection Policy
- Health & Safety Policy
- CPD Policy

Updated: April 2017
Review: April 2020