



Accessibility & Disability Plan & Policy

May 2025

SECTION 1: POLICY INTRODUCTION

- 1.1 St Chris is a private, independent school that operates on a fee-paying basis. Its community encompasses all individuals involved in school life, including students, staff members, parents, and the Parents Circle. The school is dedicated to providing equal opportunities for all current and prospective members of its community. St Chris warmly welcomes applications from prospective students, whether they have additional needs or not, including those with an Education, Health and Care Plan (EHCP).
- 1.2 Before offering a place, the School must be confident that it can effectively support and nurture the prospective student's development, helping them reach their full potential while maintaining the standards achieved by their peers. The School embraces an inclusion policy, believing it enhances the overall school experience; however, prospective students should be able to engage with the mainstream curriculum at an age-appropriate level. While the School is committed to making reasonable adjustments to accommodate applicants' needs, it equally prioritises ensuring that the education of other students is not adversely affected.

SECTION 2: SCOPE OF THE POLICY

- 2.1 This is the School's primary Disability Access Plan which has three inter-linked elements:
 - 2.1.1 **Improvements in access to the curriculum by:**
 - Providing for all students a curriculum which is appropriate to their needs.
 - Ensuring that the curriculum is delivered in such a way that all students, regardless of any disability, may benefit as fully as possible from it.
 - 2.1.2 **Physical improvements to increase access to education and associated services by:**
 - Ensuring wherever feasible that all the School buildings and grounds are fully accessible to students with mobility, sensory and other disabilities
 - Providing wherever feasible that appropriate educational equipment and physical aids to ensure that educational programmes in the School can be fully accessed by all students

2.1.3 **Improvements in the provision of information in a range of formats for disabled students by:**

- Providing for students and their parents/carers, information about the School and its curriculum in a format that takes account of any disabilities.

SECTION 3: ADMISSIONS

- 3.1 The School seeks to achieve a successful fit between the School and its students through its Admissions Policy.
- 3.2 Before enrolling a student, the School prioritises ensuring it can effectively support both the prospective student and their peers in reaching their full potential. We maintain open and honest dialogue with parents about the School's capabilities, and in turn, ask families to transparently share any support needs their child may require. Our focus is on identifying students who will flourish academically and socially while actively contributing to the School Community, irrespective of any disabilities or additional needs.
- 3.3 The School is committed to applying its Admissions Policy equally to all students, regardless of any disabilities disclosed at the time of entry. Thoughtful consideration and reasonable adjustments are made to support students, parents, and visitors with disabilities.
- 3.4 In determining what adjustments are reasonable, the School will have regard to:
- 3.4.1 Whether the adjustment would overcome the disadvantage
 - 3.4.2 The practicality of the reasonable adjustment which is communicated to parents in a clear and timely manner
 - 3.4.3 Financial implications
 - 3.4.4 The extent to which the support would be provided under Children and Families Act 2014
 - 3.4.5 The resources of the School and availability of financial or other assistance
 - 3.4.6 The affect of the disability on the student
 - 3.4.7 Health and Safety requirements
 - 3.4.8 The interests of other students
- 3.5 **Early disclosure of a child's needs is highly beneficial, as it allows the School to collaborate effectively with parents/carers, current schools, or other relevant stakeholders to identify and implement reasonable adjustments.** Parents or carers of children with disabilities or additional needs are required to inform the School at the registration stage, and no later than the Admissions Morning. Before any interview or visit, families will be asked to provide detailed information about their child's specific requirements, along with copies of professional



assessments—such as an Educational Psychologist’s report, EHCP (if applicable), or documentation from other specialist agencies.

- 3.6 The School values all members of its community; all students, including those with additional needs, play a full part in its activities, participating in sports, plays, music, camps and trips. Adaptations for a student’s participation in these activities are provided for through their Pupil Support Plans , Personal Emergency Evacuation Plan (PEEP), general/specific risk assessment or an amalgamation.
- 3.7 As part of the admissions process, staff will work closely with parents to assess whether the prospective student can fully engage with the curriculum and determine what reasonable adjustments may be implemented to support their learning. Following this consultation, if the School concludes it cannot fulfil its legal obligations, ethical responsibilities to educate the student, or duty of care to the parent(s), it will regrettably be unable to offer a place.
- 3.8 If the School, following discussions, is satisfied that with reasonable adjustments (and/or additional support provided from outside the School’s resources) the prospective student can participate effectively in the School, then, subject to the admissions policy, a place will be offered.
- 3.9 The School’s Admissions and Entry Procedures are detailed in the Admissions Policy and this are kept under regular review.
- 3.10 When determining whether to offer a place, the School carefully balances its commitment to prospective students with its duty to safeguard the educational experience of current students. While the School strives to accommodate diverse needs through reasonable adjustments, it acknowledges that in some cases, it may not be possible to provide the level of support required to ensure a student’s full participation in the curriculum or school life.
- 3.11 At the School, we are particularly mindful of the importance of home-School links. The SEN Code of Practice highlights, “The relationship between parents of children with Special Educational Needs and the School which their child is attending has a crucial bearing on the child’s educational progress and the effectiveness of any School-based action.”

SECTION 4: TEACHING AND LEARNING

- 4.1 Most students stay at the School for many years. During this time, a student may develop a disability, have additional needs newly identified, or experience a significant increase in their support requirements. Ongoing communication between parents and staff is essential to assess and implement reasonable adjustments that enable the student’s full participation in school life. Similarly, if a member of the School Community develops a condition during their time here, proactive discussions will be initiated to determine the most appropriate support measures.



- 4.2 The site is spread over a 28-acre area, with a public thoroughfare in between. Lifts, ramps and disabled WCs have been included in the more recent constructions and conversions, and future developments will take account of access for disabled members of the School Community, where applicable and as appropriate.
- 4.3 To optimise learning environments, the School allocates dedicated classrooms and specialist facilities (eg, laboratories) for specific subjects. Students routinely move between buildings, classrooms, and multi-level spaces, some of which lack lift access. While the School's current Disability Access Plan prioritises improving physical accessibility where practicable and feasible, immediate efforts will focus on timetable adjustments tailored to students' ages and needs. With appropriate support, these adaptations will ensure disabled students can fully participate in the curriculum during this transitional period.

SECTION 5: ROLES AND RESPONSIBILITIES

- 5.1 The School has Disability Access Co-ordinators who are the Inclusion Strategy Lead (SENDCo) and the Chief Operating Officer. A record log of their meetings will be maintained. The Co-ordinators consult with the Head of School, and Head of the Junior School, Deputy Head, Assistant Head of Sixth Form, Assistant Head Pastoral and Boarding, the Operations Manager and others as appropriate, and required. In addition, the Co-ordinators seek advice and input from the School Nurse and other professional advisors deemed appropriate. The Co-ordinators' responsibilities are:
- 5.1.1 To review annually the School's policies, procedures and facilities to maximise accessibility to the School by those with additional needs
- 5.1.2 To make recommendations to improve accessibility through amendments to the Disability Access Plan
- 5.2 The Disability Access Co-ordinators will give consideration to the following issues:
- 5.2.1 Access to Education, Sport, Recreational Activities, Trips and Camps**
Individual programmes of support may need to be prepared for disabled students and reviewed on a regular basis to ensure they are able to participate in the activity.
- 5.2.2 Access to the Curriculum**
The School will endeavour to make any reasonable adjustments to lessons, rooms and timetables to ensure all students can access a full curriculum.
- 5.2.3 General Inclusion**
For every student with additional needs admitted to the School, tailored plans will be developed through collaborative discussions with families. These plans will focus on differentiated teaching strategies and adaptive approaches, ensuring both the individual student and their peers can engage meaningfully in all aspects of classroom learning.



5.3 **Staff Training**

As outlined in the SEND Code of Practice, “*All teachers are teachers of children with special educational needs*,” with the guidance noting that approximately 15% of children may require additional support during their education. The School ensures all teaching staff are equipped to support students with diverse learning needs through ongoing professional development, including targeted Inset training on inclusive teaching practices, medical conditions, and effective social-emotional strategies. Additionally, tailored training will be provided to non-specialist staff and support personnel to reinforce a cohesive approach to inclusion.

5.4 **Physical Access to Activities, Both On and Off Site**

5.4.1 When arranging off-site activities, the School proactively evaluates venue accessibility to ensure inclusivity for all members of the School Community. While standard risk assessments for trips and camps are routinely conducted, tailored assessments are developed to address the specific requirements of disabled students, ensuring their safety and full participation.

5.4.2 The School will take note of all reasonable requests concerning the needs of participants with disabilities when School facilities are booked by external groups.

5.4.3 The School has reviewed escape procedures, door opening and closing mechanisms and highlighted other adaptations to accommodate where feasible the needs of disabled people.

5.4.4 There are disabled car parking spaces all marked clearly at the front of school, and outside the front of the school.

5.4.5 All members of the School Community with disabilities are supported to participate as fully as they can in all School activities.

5.5 **Outside Service Providers, Both On and Off Site**

When educational sessions are run by outside parties, they will be made aware of additional needs as and when necessary.

5.6 **Trips and Camps, Both On and Off Site**

When selecting camp locations and arranging transportation, the School considers the needs of all students. This thoughtful approach is integral to our comprehensive risk assessment process, which involves thorough consultation with parents/carers to determine if additional support staff are necessary.



5.7 Diet and Medication

- 5.7.1 Within the capabilities of our catering facilities, we offer a variety of meal options to accommodate the dietary needs of many students. While we strive to meet diverse requirements, there may be instances where specific needs cannot be fully met. In such cases, students are welcome to bring a packed lunch, which can be enjoyed in designated dining areas alongside their peers.
- 5.7.2 The School provides on-site nursing staff who administer medication to students following written instructions from parents/carers or healthcare professionals. Medications are stored securely, with refrigeration available when required. Students or staff feeling unwell may seek assistance from the School Nurse at any time. To ensure safety, families must promptly notify the School Nurse of any medical conditions. This is done through a number of ways:-
- 5.7.2.1 Upon enrolment, parents complete a medical form, the School Nurse follows up directly if anything is flagged.
- 5.7.2.2 For students already attending school, health updates come:
- directly to the school nurse
 - class teacher, company advisor, or Head of Year. In these cases, the school nurse is copied into the email and follows up as necessary.
- 5.7.2.3 This enables staff to implement appropriate emergency protocols should they be required.

5.8 Welfare

The School proudly upholds a long-standing tradition of inclusivity, fostering an ethos that warmly accepts and values diversity. This commitment is deeply embedded in our policies, which are outlined in the Parent-School contract, ensuring a shared understanding and mutual support for an inclusive environment. If parents believe that their child has been treated unfairly by the school due to a disability by the School, they may follow the published complaints procedure.

5.9 Awareness of Disabled Access Policy

- 5.9.1 The Policy has been prepared by the Disability Access Co-ordinators. Copies are made available to all staff. Members of the school community can access this policy via the School's website and the School supplies copies of this policy to all who request it.
- 5.9.2 The Disability Access Co-ordinators meet at least once a term to monitor implementation of this plan and to revise it annually.



5.9.3 Students with Special Educational Needs and Disabilities (SEND) have long been an integral part of the School community. Many adaptations and adjustments to support disabled students and those with additional needs are already established, with ongoing efforts to implement physical improvements to the premises wherever practical. The School remains proactive in enhancing accessibility and is committed to continuously improving inclusivity for all members of the School Community.

5.9.4 St Chris is always prepared to consider any new issues relating to existing or potential members of the School Community.

5.9.5 St Chris endeavours to support the School Community by:

- Improving communication with disabled members/users.
- Liaising with Inclusion Strategy Lead (SENDCo) about the best way to make information available to users.
- Increase levels of awareness amongst staff responsible for information relating to members of the school community.
- Ensuring the Evacuation Procedure reflects and accommodates the requirements of all.

Responsible and Accountable Persons	Name	Position
Responsible	Simon Holmes Zoe Woodhouse	Chief Operating Officer Inclusion Strategy Lead
Accountable	Rich Jones	Head
Date Policy Approved	May 2025	
Review Period	Three yearly	
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Version History	Amendment Date	Amended by Whom	Previous Version Stored Where (If Applicable)
Previous version	September 2024	Simon Holmes	Policy Archive Folder
Previous version	September 2022	Martin Scoble	Policy Archive Folder
Previous version	February 2022	Martin Scoble	Policy Archive Folder
Previous version	2019	William Hawkes	

Disability Access Plan Working Document Senior and Junior School 2024-2025

Considerations	Strategies and Resources	Outcomes	Actions	Achieved
Regularly checking to ensure the environment supports those with short- and long-term physical disabilities.	To consider how the environment is accessible and comfortable for all members of the community, including those needing crutches, including location of disabled facilities.	Accessibility improved to provide a safe and comfortable environment.	<ul style="list-style-type: none"> • ISAMS SEND report and Provision Map updated to include strategies to support barriers for everyone with a long-term disability where appropriate and shared periodically (to serve as a reminder) to all staff. • Ensure all areas of the site allow users/individuals on crutches independent and safe access to school buildings where appropriate. • Have clear procedures in place for any individual needing to use the lift to support with mobility issues. • Use agreed evacuation plan (PEEP) to ensure named individuals can safely and efficiently leave the building • Publication of maps and guidance detailing location of disabled facilities available on request in School Reception. • The medical department will be situated in Arunfield from September 25 so that it is accessible on the ground floor. 	
Regularly checking to ensure the environment supports those with short- and long-term mental health needs.	To consider how the environment is accessible and comfortable for all members of the community.	Accessibility improved to provide a safe and comfortable environment, including those with mental health needs.	<ul style="list-style-type: none"> • ISAMS SEND report and provision plans updated to include strategies to support mental health barriers for each individual where appropriate and shared periodically (to serve as a reminder) to all staff. • Joint approach to support teaching staff with approaches to support mental health needs with the Wellbeing Lead/Pastoral Support Assistant. • Use of SWEEP system as a timely indication of individuals need. • Inclusion of mental wellbeing skills in all lessons e.g. learning to cope with failure, skills of resilience, listening skills etc as well as targeted session through PSHE and wellbeing lessons. 	

<p>All current and prospective members of the school community are able to access the site and all necessary information:</p> <p>Hearing Impairment</p>	<p>All staff awareness of the requirement to provide information accessible to individuals, all as reasonable</p>	<p>All members of the school community aware of how to access appropriate information</p>	<ul style="list-style-type: none"> • ISAMS SEND report and provision plan updated to include strategies to support for each individual where appropriate and shared periodically (to serve as a reminder) to all staff. • Staff to use seating plans/positioning in the learning space to support including considerations around lighting – the speaker should be well lit, without direct light behind them which would cause a shadow on their face. • Particular care to be taken in practical subjects reflecting on the additional impact of noise or increased space. • Training available surrounding use of microphones and assistive technology linked to hearing aids as appropriate, overseen by the SENDCO. 	
<p>As above: Visual Impairment</p>			<ul style="list-style-type: none"> • ISAMS SEND report and provision plan updated to include strategies to support for each individual where appropriate and shared periodically (to serve as a reminder) to all staff • Teaching materials adjusted in size/colour etc to support Visually Impaired (VI) student (and students with other barriers, including Dyslexia). Including in Games/PE setting. • Staff to use seating plans/positioning in the learning space to support including considerations around lighting • Ensure displays, especially including safety information e.g. fire point posters are of an appropriate size. • Fire exits, changes to levels in flooring, stairs etc clearly signalled. • Training available where required. 	
<p>As above: Sensory Impairments (including Autism and ADHD)</p>			<ul style="list-style-type: none"> • ISAMS SEND report and provision plan updated to include strategies to support for each individual where appropriate and shared periodically (to serve as a reminder) to all staff including need to signal change. • Sensory audits to completed in all teaching areas to address potential challenges of light, sounds, smells etc, overseen by SENDCo where required. • Awareness of all staff about how to create a low arousal environment include a ‘safe space’ for students to access during break and lesson time (lesson time spaces likely to be in class). This is covered in the annual CPD plan. 	