



# CHURCHER'S COLLEGE

## **ACCESSIBILITY PLAN**

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SENIOR SCHOOL, JUNIOR SCHOOL AND NURSERY (INCLUDING EYFS)

## ACCESSIBILITY PLAN

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<b>Authorised by</b>	Deputy Head (Pastoral) <b>Delegated to:</b> Senior Teacher (Wellbeing)
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<b>Status</b>	Complies with the <i>Education (Independent School Standards) Regulations 2014 (SI 2014/3283)</i> , the <i>Equality Act 2010</i> and the <i>Special Educational Needs and Disabilities Act 2001</i>

## **1 Introduction**

- 1.1 This policy relates to all children at Churcher's College and all sections of the school including the Nursery, the Junior School and the Senior School and has due regard for the specific requirements for the Early Years Foundation Stage (EYFS). Throughout this policy document, the terms 'the School' and 'Churcher's College' refer to all sections of Churcher's College, unless otherwise specified.
- 1.2 Churcher's College is strongly committed to providing the highest quality of teaching and learning and support to all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive, wherever possible, to ensure that each and every pupil can take part in the whole school curriculum.
- 1.2 This policy can be made available in large print or other accessible format if required.

## **2 Aims**

- 2.1 Churcher's College is committed to providing an inclusive environment for all pupils and staff. Over a three-year period (April 2024 - March 2027), the School aims, within the constraints of resources available, to ensure that no pupil or member of staff is less favourably treated in the School's procedures and practices in respect of:
- 2.1.1 Admissions, recruitment, performance management, promotion, staff development, teaching environment and access to the premises.
- 2.1.2 The School aims, within the constraints of resources, to enable each pupil to fulfil their potential, within an educational programme that has development of the whole person at its core.
- 2.1.3 The School aims to fulfil the requirements of the legislation to make 'reasonable adjustments'.
- 2.1.4 If a pupil has a disability, the School will consider the best adjustments that can be made to accommodate that pupil's needs, and to ensure that the pupil has appropriate access to the School and curriculum.
- 2.2 There are no generic answers as to what is a reasonable adjustment. The reasonable adjustment duty is always child specific and context specific. In determining whether an adjustment is reasonable, the School will take into account the following:
- Whether the adjustment will remove the substantial disadvantage;
  - The cost of the proposed adjustment;
  - The resources available internally or from external providers (such as the health and education services);
  - The practicability of making the adjustment;
  - The need to maintain academic, musical, sporting and other standards;
  - Health and safety requirements;

- The interests of other pupils including those who may be admitted to the School; and
- The School's charging structure generally.

### **3 Definitions**

#### **3.1 Disability**

The Equality Act 2010 ("the Act") retains the previous definition of disability: a person has a disability if he/she has "a physical or mental impairment" which has a "substantial and long term adverse effect" on his/her ability to carry out "normal day to day activities". This applies to members of staff and pupils.

3.1.1 Long-term is defined as lasting, or likely to last, for at least 12 months.

3.1.2 In accordance with the definition of 'special educational needs' in the Children and Families Act 2014, disability can also include pupils with a significantly greater difficulty in learning than the majority of children of their age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age.

3.1.3 Conditions such as ADHD, dyslexia and ASD have potential to fall within the definition of disability when they have a 'substantial and long-term effect on [a person's] ability to carry out normal day-to-day activities'.

3.1.4 Pupils develop at different rates and those pupils who may need a little 'boost' or a little extra support for a short period of time are unlikely to fall within the definition of having a disability.

3.1.5 The legal definition of 'disability' expressly excludes certain conditions: a tendency to set fire, steal, physical or sexual abuse of other persons, exhibitionism and voyeurism. Tattoos, piercings and addictions to alcohol, nicotine and other substances are also expressly excluded from the protection of the Act.

#### **3.2 Unlawful Discrimination**

3.2.1 It is unlawful to treat a person with a disability less favourably for a reason related to their disability than a person who does not have a disability, without justification.

3.2.2 It will also be unlawful to fail to make 'reasonable adjustments' to admission and curriculum arrangements, and in relation to education and associated services to ensure that pupils with a disability are not substantially disadvantaged in comparison with pupils who do not have a disability, without justification.

#### **3.3 Less Favourable Treatment**

For 'less favourable treatment' to lead to unlawful discrimination, it must:

3.3.1 be for a reason related to the person's disability;

3.3.2 be less favourable treatment than the treatment given to a non-disabled person; and

3.3.3 not be justified.

#### 4 **Actions**

4.1 Pursuant to the provisions of the Act, the School is required to make:

4.1.1 Improvements in access to the curriculum for pupils with disabilities (including those with learning difficulties);

4.1.2 Physical improvements to increase access to education and associated services (e.g. extra-curricular activities, educational visits and school trips); and

4.1.3 Improvements in the provision of information in a range of formats for pupils who have a disability.

4.2 There is an additional requirement for schools to explore whether or not students with behaviour issues may or may not have an underlying disability leading to this. For example, the following may be underlying reasons for poor behaviour:

- mental ill-health, learning difficulties, diabetes, epilepsy.
- behaviour difficulties arising from social or domestic circumstances are not covered by the Act. Other School policies cover these areas.

4.3 The School will take into account all these requirements when considering the inclusion of pupils with disabilities in the School's curriculum.

4.4 The following actions will be implemented:

##### **Staff:**

4.4.1 identifying and liaising with staff who have a disability;

4.4.2 identifying where adjustments can be made, and reporting to the governing body those that cannot be made within the allocated resources; and

4.4.3 implementing and maintaining procedures that identify and eliminate areas of possible 'less favourable treatment' for staff with disabilities.

##### **Pupils:**

4.4.4 identifying pupils who have disabilities;

4.4.5 ensuring that non-discriminatory practices are developed;

4.4.6 identifying where 'reasonable adjustments' can be made;

4.4.7 training all staff in their responsibilities towards pupils with disabilities;

4.4.8 delegating responsibilities and tasks to other staff as appropriate; and

4.4.9 liaison with parents and any agencies as necessary

#### **4.5 Premises**

- 4.5.1 The School recognises that pursuant to the provisions of the Equality Act 2010 it is not required to remove or alter physical features to meet its reasonable adjustments duties.
- 4.5.2 However, to meet its obligations, the School will ensure that the needs of staff and pupils with disabilities are fully considered in any strategic planning for the development of the School campus.
- 4.5.3 When determining the refurbishment, redevelopment of new build projects, the School will take into account the need to make the School campus more accessible for staff and pupils with disability.
- 4.5.4 The School will budget annually for reasonable minor adjustments to the environment to enable a member of staff and/or a pupil with a disability to have access to the full teaching and learning of the School.
- 4.5.5 The School will bear in mind health and safety requirements and the interests of other pupils in all the above considerations

#### **4.6 Auxiliary Aids**

- 4.6.1 The School recognises that through the provisions of the Equality Act 2010 it is now required, where deemed reasonable, to provide auxiliary aids and services 'where a disabled person would, but for the provision of an auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled'.
- 4.6.2 The decision as to whether the School can reasonably provide auxiliary aids and services is a specific judgement in relation to each pupil with a disability, which should be exercised on a case-by-case basis.
- 4.6.3 Anything which helps, aids or renders assistance for pupils who have a disability is likely to be an auxiliary aid or service. For example:
  - Provision of larger computer monitors, large print or information on audio tapes for those with a sight impairment;
  - Teaching assistants to assist pupils with a disability that results in a mobility impairment;
  - Induction loops and/or training a member of staff in British Sign Language so they are able to communicate with pupils with a hearing impairment; or
  - Portable ramps or handrails for those with a physical impairment.

#### **5 Justification**

- 5.1 Less favourable treatment can be justified if the reasons are material to the circumstances and substantial.

- 5.2 In addition, for pupils, non-admission to a school can be justified if it is as a result of a 'permitted form of selection'. Selective schools can continue to select so long as the criteria are not such as to only exclude pupils with disabilities. All non-selective schools when they have reached their admission limit can admit pupils according to criteria, which must not, amongst other things, discriminate on the grounds of disability. Schools with a religious designation may select by religion and single sex schools by gender.

## **6 Entry Requirements**

- 6.1 All pupils (from Year 2 upwards) are required to meet the academic entry requirements of the school. The school must feel confident that a prospective pupil will benefit from the education offered in line with the general standards achieved by the pupil's peers so that there is a good chance that he/she will have a complete, happy and successful school career. These criteria must continue to be met throughout the pupil's time at the school. The school's policy is to apply these criteria to all pupils, and potential pupils, regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments so as not to put any pupil who has a disability at a substantial disadvantage compared with their peers without disabilities. The objective is to ensure that, subject to meeting the entry requirements and practicalities, the school is open to all regardless of disability.

## **7 Admissions**

- 7.1 The school asks all parents to complete a Registration Form in respect of a prospective pupil. All prospective Senior School pupils complete a questionnaire. In addition, once their child has been offered a place at the school, all parents complete the school's Medical Form. Collectively these documents provide details of the nature and effect of any (potential) disability, medical condition or special educational needs and requests that subsequent disclosures will be made, if required. Subject to this, the school will be sensitive to any requests for confidentiality. The purpose of obtaining this information is to allow the school to consider any adjustments it might need to make.
- 7.2 Parents of a child with a disability, or a potential disability, are required to provide full disclosure of any medical, Educational Psychologist or other reports regarding their child's disability, medical condition or special educational needs. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards as appropriate. Failure by parents to make the necessary disclosure of information may prevent the school from making adequate provision of support.
- 7.3 The school recognises the potential enhancement to school life and education provided by inclusive policies, however equal importance will be attached to ensuring that no pupil's education is impaired by this approach. The school's pastoral care system provides strong support for all pupils. Where pupils need particular treatment or medication the Medical Room in the Senior School, run by a team of qualified Nurses (supported by the School Doctor), provides necessary assistance. The school also has a strong Curriculum Support Department (the Learning Enrichment Department in the Junior School) to assist pupils with learning difficulties. Lastly, the school also has a full time Counsellor should their professional help be deemed appropriate.



- 7.4 The school will meet with parents of prospective pupils with disabilities to discuss on an informal basis whether the school can cater for their child's needs.
- 7.5 From the beginning of the application process to the school, parents will be given clear information regarding charges for additional support or assistance, reflecting what the Governors have decided is reasonable.
- 8 Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the school's curriculum**
- 8.1 The Head of Learning Enrichment (Junior School and Nursery) and Head of Curriculum Support (Senior School) are primarily focused on assisting pupils with mild specific learning needs such as dyslexia. The Learning Enrichment and Curriculum Support Departments have finite resources and cannot meet the needs of all disabilities.
- 8.2 The requirements of any pupil with additional needs admitted to the school will be discussed with appropriate staff and, where reasonable, a programme of special provision will be made.
- 8.3 There is some scope to consider the needs of an individual pupil when the timetable is being created.
- 8.4 Pupils may be excused from some academic lessons in order to attend individual curriculum support lessons. The School reserves the right to charge for individual curriculum support lessons but no charge will be made if the lessons are provided in accordance with the School's duty to make reasonable adjustments. This will be considered on a case by case basis.
- 8.5 Staff will be made aware of pupils with a disability or special educational need by the Head of Learning Enrichment/Head of Curriculum Support, the School Nurse(s), a member of the Senior Management Team, the Head of the Junior School, the Head of House/Head of Sixth Form or the Senior Teacher (Wellbeing).
- 8.6 In the Junior School, pupils with an assessment by an outside agency (eg by an educational psychologist) will have clearly defined support strategies or teaching advice by the Head of Learning Enrichment. This information will be shared with staff and used to guide and inform class teaching and school support. Junior School pupils having individual lessons to support their individual needs will have an Individual Learning Plan (ILP) devised by their Learning Enrichment teacher. This information will be reviewed regularly and shared with parents and class teachers.
- 8.7 In the Senior School, there is clear guidance on facilitating children with additional needs to access learning, and this is shared with academic and pastoral staff.
- 8.8 In the 1<sup>st</sup> year of the Senior School, the School runs baseline data assessments and literacy screeners to identify potential learning differences. In Year 3 at the Junior School, screening for dyslexia is provided free of charge to all pupils in the year group.
- 8.9 In the Senior School, detailed dyslexia diagnosis can be arranged and is invoiced to parents by the assessor; curriculum support can assist with guidance and signposting to other professionals that a pupil may benefit from seeing in relation to their learning needs. In the Junior School, assessments by professionals such as educational or clinical psychologists,

speech and language therapists and occupational therapists can be arranged to take place on the school site at the parents' expense.

- 8.10 Staff will need to adapt their teaching to the learning patterns of all pupils according to their abilities and needs, and necessary differentiation should be reflected in classroom practice and teaching resources.
- 8.11 Through Whole School, Faculty and Departmental INSET, staff will be made aware of strategies to make reasonable adjustments within the classroom so as not to place pupils who have a disability at a substantial disadvantage in accessing the curriculum.
- 8.12 The implementation of reasonable adjustments to classroom management should not prejudice the progress of other pupils, nor their health & safety.
- 8.13 The Senior School will make special arrangements for the sitting of public examinations in accordance with the school and examination board access arrangement protocols managed by the Head of Curriculum Support and, when required, the receipt of a written assessment by a recognised, qualified practitioner. It is also possible that pupils who encounter physical or emotional disability in the period up to the exams may be, with consultation, awarded special arrangements. This process is overseen by the Academic Registrar (Examinations Officer), in liaison with the Head of Curriculum Support and in accordance with JCQ regulations.
- 8.14 Assessment for exam access arrangements based on cognitive challenges is charged for.

**9 Improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School**

- 9.1 Churcher's College is a charity and does not have financial endowments. All improvements to the school have to be funded by fee income and consequently there are budgetary constraints on development and adaptations. If outside funding can be made available in advance, it may be possible for the school to advance its programme of access improvements or to purchase additional specialist equipment or support for individual pupils.
- 9.2 Parents should be made aware that the Senior School site is large and that the majority of the school buildings are arranged over several floors. These factors present access challenges and pupils with impaired mobility may be somewhat disadvantaged. However, the school will make any reasonable adjustments, on a case by case basis, to ensure that pupils who have a disability may still participate as fully as possible in all aspects of school life.
- 9.3 The school will seek to address these issues over time as part of our buildings development and refurbishment programme within the School's Strategic Development Plan, but some improvements cannot be achieved by reasonable adjustments short of major alterations at prohibitive cost. The building development programme (including refurbishment) will extend past the period of this plan, and will deliver alterations that improve access.

**10 Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled**

- 10.1 We provide written/electronic information to pupils in ways that are user-friendly and fully support the pupils in their learning experience.
- 10.2 In disseminating information we will take into account disabilities, be they pupils' or parents'.
- 10.3 We recognise that communication with a parent who is visually impaired may need to be by telephone, or another medium, rather than letter/email.
- 10.4 The school will seek to make reasonable adjustments so that information can be made available to pupils in an alternative format within a reasonable period of time should the school receive a request for such help. This might involve an alternative format such as Braille or audio tape or large print or orally or through sign language.
- 10.5 Signage in the school will be reviewed on a regular basis to ensure that all signs are clear and understandable for the visually impaired. Replacement signage will take into account appropriate colour schemes, size of font etc.

**11 Awareness**

- 11.1 Appropriate staff INSET will be provided to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision.

**12 Monitoring and review**

- 12.1 The Deputy Head (Pastoral) and the Bursar, in conjunction with the Senior Teacher (Wellbeing) will keep the Senior School accessibility plan under review during the period to which it relates and, if necessary, revise it.
- 12.2 The Head of the Junior School and the Bursar will keep the Junior School and Nursery accessibility plan under review during the period to which it relates and, if necessary, revise it.

## CHURCHER'S COLLEGE JUNIOR SCHOOL ACCESSIBILITY PLAN

April 2024 – March 2027

Area	Current Accessibility (April 2024)	Proposed Improvement (by March 2027)	Lead	Target Timeframe	Completed
Increasing the extent to which disabled pupils can participate in the school's curriculum					
Open Days/ Admissions	<ul style="list-style-type: none"> <li>One-to-one tours and/or support if required</li> <li>Collection of data re the nature and effect of any (potential) disability, medical condition or special educational needs</li> <li>School meets with parents of prospective pupils with disabilities to discuss needs</li> <li>Parents given clear information regarding charges for additional support or assistance</li> <li>Enhanced transition arrangements for those with additional needs</li> </ul>				
Entrance exams	<ul style="list-style-type: none"> <li>Apply for and process access arrangements for the Senior School Entrance Exams for candidates that require them.</li> <li>Exam access arrangements for the Junior School Entrance Exam will be decided on a case by case basis.</li> </ul>				
Learning Enrichment	<ul style="list-style-type: none"> <li>One-to-one support lessons</li> <li>Link support teacher in some classes at teacher request</li> </ul>	<ul style="list-style-type: none"> <li>Restructure teaching assistants and support staff to enable cohort specific needs to be met</li> </ul>	ES	July 2026	

	<ul style="list-style-type: none"> <li>• Transition meeting with Senior School for Y6 pupils</li> <li>• Dyslexia Screening for Year 3 pupils and any new joiners to Year 3 and above</li> <li>• Phonics intervention</li> <li>• Learning Enrichment department moved to new office in the heart of the school</li> <li>• Disclosure information in Admissions documentation</li> <li>• List of pupils with additional learning needs which is regularly updated and stored in the staff drive accessible to all staff.</li> <li>• Clearly defined 'strategies' for teaching and school support for pupils identified with additional needs</li> <li>• Educational professionals (EP,SALT, OT) visits to school for assessment and therapy sessions.</li> <li>• Individual screening for pupils where academic concerns have been raised by teaching staff</li> <li>• Links with SENCOs in local independent schools</li> </ul>				
INSET	<ul style="list-style-type: none"> <li>• Regular discussion of pupils' needs and support strategies in Staff Briefings, Staff Meetings</li> </ul>				

	<ul style="list-style-type: none"> <li>Focus on early identification of pupils with SEN</li> </ul>				
Sports	<ul style="list-style-type: none"> <li>Individual risk assessments</li> <li>Tailored/modified curriculum for those pupils with disabilities</li> <li>PE/Games staff made aware of pupils' particular needs – liaison with Class Teachers and learning support</li> <li>Awareness of and, if deemed necessary, installation of equipment that may assist a pupil's participation in suitable sports</li> <li>Finding alternative roles for those pupils with limited access to mainstream sports (for example, official, coach, choreographer etc.)</li> <li>Additional fixtures for boys and girls to participate in netball matches have been introduced</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing curriculum review to increase the school's gender diverse approach to school sports</li> <li>Expanding sporting opportunities for more children to be integrated where safety is the key priority</li> </ul>	EL	July 2026	Ongoing
Curriculum	<ul style="list-style-type: none"> <li>Timetabling of rooms is child-specific if required</li> <li>Link teaching support</li> <li>Some scope to offer group support to pupils free of charge – for example, English and Mathematics</li> <li>Staff adapt teaching to the learning patterns of all pupils according to their abilities and needs – differentiation reflected in teaching and resources</li> </ul>	<ul style="list-style-type: none"> <li>Resilience programme to be reviewed</li> </ul>	FR	July 2026	

	<ul style="list-style-type: none"> <li>Activities modified as necessary to accommodate individuals' needs as appropriate (D&amp;T, Science, PE/Games, pupils can choose hockey instead of rugby.)</li> <li>Raising resilience resources to be used in form time by class teachers. To be supported by PSHE co-ordinator.</li> <li>Resilience training in the curriculum (Sept 2023)</li> <li>Use of Chromebooks in lessons for pupils with handwriting difficulties or slow writing speed</li> <li>Staff training to increase knowledge of resources available – use of assisted technology to support all learners</li> </ul>				
Parents' Evenings	<ul style="list-style-type: none"> <li>Reasonable adjustments made in response to specific parental needs</li> </ul>				
Uniform	<ul style="list-style-type: none"> <li>Adaptations made to whole school uniform to meet needs of all pupils</li> <li>New uniform (non gender defined) for all pupils to be phased in</li> </ul>	<ul style="list-style-type: none"> <li>Regular review of uniform to ensure needs of all are met – to be supported by both staff, parent and pupil discussion</li> </ul>	PYP/FFR	Sept 2026	
Classroom Layout	<ul style="list-style-type: none"> <li>Pupils' individual needs considered when planning the use of facilities, equipment and classroom layout.</li> <li>Purchase of Move 'n Sit cushions, writing slopes and blocks to support feet when necessary to adapt existing classroom furniture to meet the needs of pupils.</li> </ul>				

	<ul style="list-style-type: none"> <li>• Sensory resource boxes and ear defenders provided in each classroom</li> <li>• Fiddle Tools and ear defenders, to aid concentration in the classrooms, available for all pupils as requested</li> </ul>				
Pastoral	<ul style="list-style-type: none"> <li>• CHAT "informal" teacher led sessions available</li> <li>• Play therapist available to support children as required in consultation with class teacher and Deputy Head</li> <li>• Counsellor available to children on site one day a week</li> <li>• Pastoral support pet available to children as needed</li> <li>• Many staff have completed training provided by MHFA England (Mental Health Aware)</li> <li>• Pastoral "art therapy" support sessions/drop in time to support pupils' emotional needs three times a week</li> <li>• Mindfulness club offered</li> <li>• ELSA available on site in consultation with Deputy Head</li> <li>• Winston Wish Bereavement Training by some staff to support children as needed</li> <li>• Drop off arrangements in the morning are flexible and tailored to children's needs</li> </ul>	<ul style="list-style-type: none"> <li>• GB to complete ELSA training – to enhance availability</li> <li>• Look at use of school nurse as a pastoral support/resource</li> <li>• Build up ELSA Resources and increase trained staff</li> <li>• Review Pastoral meetings to include a bigger team – involving form teachers and Head of Sport</li> <li>• Review use of CPOMS for more effective pastoral notes and tracking</li> <li>• Review Open Art room effectiveness and consider other solutions for children needing support</li> <li>• Train all Year 6 in Peer Mentor skills to support playtime cohesion</li> <li>• Restructure school day and ensure all age groups and needs are supported</li> <li>• Increasing number of classes in some year groups and consider impact on other pupils and other areas of school life</li> </ul>	PYP	July 2026	



	<ul style="list-style-type: none"> <li>• Adaptations to lunch time and break times for children with sensory needs</li> <li>• Attendance monitoring and consideration for reduced attendance for children with additional needs as appropriate, in accordance with the Attendance Policy</li> <li>• Regular meetings with families to support children whose attendance is a concern as a result of their individual needs</li> <li>• Regular and updated First Aid and Paediatric First Aid training for staff</li> </ul>				
Trips & Visits (including Residential Visits)	<ul style="list-style-type: none"> <li>• Review of suitability of venue and physical activity – modifications made in response to specific needs as required</li> <li>• Pre-planning and trip preparation carried out as well as individual risk assessments as required, in liaison with parents</li> <li>• Three 'Minibus Lite' vehicles with ramps and removable rear seats for wheelchair access, and wheelchair restraints</li> <li>• All staff required to complete allergy/anaphylaxis training</li> <li>• Training (with specific medical practitioner) for staff taking pupils on trips who have specific medical conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Roll out of Evolve programme to ensure synchronisation and to inform planning</li> </ul>	NR	March 2027	Ongoing

Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled					
Hearing	<ul style="list-style-type: none"> <li>• Liaison with specialist services e.g. Hampshire Specialist Teacher Advisory Service re individual pupils</li> <li>• Carefully consider seating arrangements in response to pupil's needs.</li> <li>• Alert parents if we have concerns about a pupil's hearing, and request that the pupil is seen by his/her GP. Follow-up the results with parents and make reasonable adjustments as necessary</li> </ul>				
Sight	<ul style="list-style-type: none"> <li>• Alert parents if we have concerns about a pupil's vision, and request that the pupil is retested by his/her optician. Follow-up the results with parents and make reasonable adjustments as necessary</li> <li>• Seek advice from specialist services e.g. Hampshire Specialist Teacher Advisory Service re individual pupils.</li> <li>• Visual aids available to pupils to access learning (e.g. magnifier) as required.</li> <li>• Carefully consider seating arrangements in response to pupil's needs.</li> <li>• Coloured reading overlays to support visual stress can be provided according to need. Interactive whiteboard</li> </ul>				

	background colour can be changed according to need.				
Motor Skills	<ul style="list-style-type: none"> <li>Private Occupational Therapist working on the school site providing assessment and therapy sessions for pupils with specific needs (at parents' expense).</li> <li>Provision of a disabled parking space for pupils or siblings with a disability</li> </ul>				
Improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school					
Junior School	<ul style="list-style-type: none"> <li>Ground floor accessible</li> <li>Three accessible toilets on ground floor</li> <li>Lift to first floor</li> <li>The last four extension projects of the Middle School, the Nursery, the Reception classroom and the new Catering facilities have enhanced the site access arrangements with level access in each case. These aspects and the accessibility audit are illustrated in the attached schedule.</li> </ul>	<ul style="list-style-type: none"> <li>Play equipment to meet the needs of all pupils</li> <li>Updating furniture to ensure a calm and sensory neutral environment</li> <li>Increasing floor space for Year 2 and Year 5 to allow greater movement</li> </ul>	FFR/DG	Dec 2025	
Toilets	<ul style="list-style-type: none"> <li>Accessible toilets available around the site</li> </ul>				



## Site Accessibility Audit – September 2025



## CHURCHER'S COLLEGE SENIOR SCHOOL ACCESSIBILITY PLAN

**April 2024 – March 2027**

Area	Current Accessibility (April 2024)	Proposed Improvement (by March 2027)	Lead	Target Timeframe	Completed
Increasing the extent to which disabled pupils can participate in the school's curriculum					
Open Days/ Admissions	<ul style="list-style-type: none"> <li>One-to-one tours and/or support if required</li> <li>Access arrangements and reasonable adjustments are provided for pupils on a needs basis for admissions tests</li> <li>Collection of data regarding the nature and effect of any (potential) disability, medical condition or special educational needs</li> <li>Head of Curriculum Support reviews potential SEND and medical pupils, providing advice on access arrangements to support fair access</li> <li>School meets with parents of prospective pupils with disabilities to discuss needs. Head of Curriculum Support is available on Open Days when possible and will meet with parents as needed</li> <li>Ability to use new fully accessible Music School Auditorium to meet prospective pupils</li> <li>Parents given clear information regarding charges for additional support or assistance</li> </ul>				
Examinations	<ul style="list-style-type: none"> <li>Apply for and process access arrangements for exams for candidates that require them</li> <li>Special arrangements provided for candidates in line with JCQ guidelines, including those who encounter physical or mental disability prior to exams, as well as for SEN candidates</li> </ul>	<ul style="list-style-type: none"> <li>New word processing software to improve exam security and user experience</li> </ul>	RES	Oct 2025	
		<ul style="list-style-type: none"> <li>Review new software for Computer Scribing &amp; Reader</li> </ul>	RES	Jan 2026	

	<ul style="list-style-type: none"> <li>• Availability of examination papers utilising large print or coloured paper</li> <li>• Provision is updated annually in line with JCQ guidelines</li> <li>• Digital exam clock purchased for use in the Sports Hall during exam periods, which has made a significant improvement in allowing all candidates to see the time clearly</li> <li>• Appropriate exam and learning support arrangements are regularly reviewed in response to national and sector specific developments</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and offer appropriate time prompt systems.</li> <li>• Set out countdown timers purchased for pupils' use in public exams</li> </ul>	RES	March 2027	Ongoing
			RES	May 2025	Completed
Learning Support	<ul style="list-style-type: none"> <li>• Disclosure information in Admissions documentation is reviewed and responded to</li> <li>• One-to-one Curriculum Support Department support sessions available for pupils throughout school. Small group sessions run as appropriate</li> <li>• Clearly defined 'teaching tips' for pupils with the most significant additional needs and a Curriculum Support Information List is regularly updated and e-mailed to staff</li> <li>• Curriculum Support data available with other relevant Pupil Information</li> <li>• Baseline screening data provides information for potential specific learning difficulties/dyslexia</li> <li>• Arrange assessments for exam considerations for slow processing learning needs</li> <li>• Annual transition meeting with Junior School and termly meet-ups</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop links with other main 11+ and 16+ feeder schools</li> <li>• Review screening software for different stages of school</li> <li>• Continue to monitor sector screening packages</li> </ul>	RES	March 2027	Ongoing
			RES	March 2025	Completed
			RES	March 2027	Ongoing

	<ul style="list-style-type: none"> <li>Curriculum Support Department liaises with and, where helpful, visits feeder schools</li> <li>Lunchtime drop-in workshop, with emphasis on generic curriculum support, is run weekly for the Sixth Form</li> <li>Lower school lunch club, by invitation, provides social support for neurodiverse pupils and leadership for neurodiverse Sixth Formers</li> </ul>				
INSET	<ul style="list-style-type: none"> <li>Whole School, Faculty and Departmental INSET:               <ul style="list-style-type: none"> <li>- strategies to make reasonable adjustments within the classroom</li> <li>- improve staff awareness and understanding of full range of neurodiverse differences so they can spot and support with confidence</li> </ul> </li> <li>Develop staff understanding of their involvement with regards to access arrangements for public exams</li> <li>Literature available to staff for optional further study in different aspects of SEND eg dyscalculia, PDA</li> <li>Pastoral leaders INSET provided to develop awareness, understanding and support for SEN pupils holistically</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing whole staff training on SEND</li> <li>English department training</li> <li>On-going development and training through case studies and case work</li> <li>Deliver INSET to pastoral team on neurodiversity, especially ASD and ADHD</li> <li>Whole school sessions delivered on INSET days</li> </ul>	RES  RES  RES  RES  RES	March 2027  June 2025  March 2027  Dec 2025  March 2027	Ongoing  Completed  Ongoing   Ongoing
Sports	<ul style="list-style-type: none"> <li>Tailored/modified curriculum (one-to-one sessions) for those pupils with significant physical disabilities</li> <li>Wide range of choice of extra-curricular activities, allowing pupils of all abilities/needs to participate in an activity of their choice</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop links with physiotherapy practice to support pupils with sports injuries</li> </ul>	BDS	March 2027	Ongoing

	<ul style="list-style-type: none"> <li>• PE/Games staff made aware of pupils' particular needs – liaison with Head of Curriculum Support, Heads of House, Head of School Wellbeing etc.</li> <li>• Awareness of and, if deemed necessary, installation of equipment that may assist a pupil's participation in suitable sports</li> <li>• Structured injury rehabilitation for students who cannot take part in PE/Games. This normally involves use of the swimming pool or fitness suite</li> <li>• Finding alternative roles for those pupils with limited access to mainstream sports (for example, official, coach, choreographer etc.)</li> <li>• The use of baseline data to identify pupils' physical literacy levels and action plans to support highlighted needs.</li> <li>• Use of the iSAMS 'Off Games List' administration to log pupil injury and illness and a "Gradual Return to Activity and Sport" system in place to monitor and support pupils' return to play following concussion injury.</li> <li>• Regular and continual department discussion and internal based INSET focused on working with pupils with disabilities, targeting the needs of specific pupils admitted to the school and how they are supported within the PE and Games curriculum.</li> </ul>				
Curriculum	<ul style="list-style-type: none"> <li>• Timetabling of rooms is child-specific if required</li> <li>• Some scope to offer individual support to pupils free of charge – for example, English and Mathematics</li> </ul>				



	<ul style="list-style-type: none"> <li>• Staff adapt teaching to the learning patterns of all pupils according to their abilities and needs – differentiation reflected in teaching and resources</li> <li>• Activities modified as necessary for physically disabled (D&amp;T, PE/Games, Science etc)</li> <li>• Variety of co-curricular support across the age range (for example, Springboard, After School Private Study etc)</li> <li>• Development of individualised curriculums for pupils with SEND</li> <li>• Development of course for 3<sup>rd</sup> year pupils as an alternative to a language – currently running as Sports Leaders and Literacy</li> <li>• Maths &amp; Literacy provided as an alternative to a modern Language for weakest pupils from start of 4<sup>th</sup> year</li> <li>• GCSE Business is offered as a second alternative to a GCSE Language</li> </ul>				
Trips & Visits (Including Residential Visits)	<ul style="list-style-type: none"> <li>• Review of suitability of venue and physical activity – modifications made in response to specific needs as required</li> <li>• Individual risk assessments as required, in liaison with School Nurse(s) and School Doctor and Head of School Wellbeing</li> <li>• Provision of 'buddy' pupil and/or member of staff as required, to support a pupil with specific needs</li> </ul>	<ul style="list-style-type: none"> <li>• Further promote and fund staff to train for the extended 'First Aid at Work' qualification to provide better provision for all pupils' welfare needs</li> </ul>	LAT	March 2027	Ongoing
		<ul style="list-style-type: none"> <li>• MHFA training for staff</li> </ul>	RMH	March 2027	Ongoing
		<ul style="list-style-type: none"> <li>• Ongoing investigation of accessible transport options for pupils with larger motorised wheelchairs</li> </ul>	RMH	March 2027	Ongoing

	<ul style="list-style-type: none"> <li>• Three 'Minibus Lite' vehicles with ramps and removeable rear seats for wheelchair access, and wheelchair restraints</li> <li>• All staff required to complete online allergy/anaphylaxis training</li> <li>• Risk assessment template takes into account specific needs of pupils, including those with SEND</li> <li>• Training (with specific medical practitioner) for staff taking pupils on trips who have specific medical conditions.</li> </ul>				
Parents' Evenings	<ul style="list-style-type: none"> <li>• Reasonable adjustments made in response to specific parental needs</li> <li>• Appointments are available at parents' evenings with the Curriculum Support department</li> </ul>				
Classroom Layout	<ul style="list-style-type: none"> <li>• Use of facilities, equipment and layout are adjusted to accommodate individual pupils needs</li> <li>• On-going training for staff on classroom layout in order to better support pupils with specific needs</li> <li>• Development of modified seating for pupils with specific physical needs</li> <li>• Variable height desks in some classrooms</li> <li>• Teacher awareness of impact of layout, seating positions, class displays for SEND pupils</li> </ul>				
Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled					
Hearing	<ul style="list-style-type: none"> <li>• Liaison with Hampshire Hearing Advisory Service</li> <li>• Use of RNID material to educate pupils how to help a hearing impaired pupil in their class</li> </ul>				

	<ul style="list-style-type: none"> <li>School will seek to make reasonable adjustments so that information can be made available to pupils in an alternative format (for example, sign language)</li> <li>Curriculum Support information is up-dated on the basis of formal requested disclosure, medical screening and teacher concerns</li> <li>Pupil use of listening aids in lessons</li> <li>Pupil use of an MP3 player and/or Live Speaker to access listening material (for example, French)</li> <li>Exam access arrangements support individual needs</li> </ul>				
Sight	<ul style="list-style-type: none"> <li>Recommend behavioural optometrist re individual pupils</li> <li>School will seek to make reasonable adjustments so that information can be made available to pupils in an alternative format (for example, Braille, audio file, large print, appropriate font, coloured paper or orally)</li> <li>Alert parents if we have concerns about a pupil's vision, and request that the pupil is retested by his/her optician. Follow-up the results with parents and make reasonable adjustments as necessary</li> <li>Curriculum Support information is updated on the basis of formal requested disclosure, medical screening and teacher concerns</li> <li>Curriculum Support provides advice to staff regarding pupil needs eg. coloured paper or</li> </ul>	<ul style="list-style-type: none"> <li>Continue rolling programme of renewing signage across the school site to ensure that all signs are clear and legible for the visually impaired</li> </ul>	DG	March 2027	Ongoing

	<ul style="list-style-type: none"> <li>overlays, interactive white board background colour</li> <li>Additional floodlighting installed for main car park</li> <li>Lighting installed along path from Goodfield/Sixth Form Centre to Love Lane exit</li> </ul>				
Motor Skills	<ul style="list-style-type: none"> <li>Liaison with Occupational Therapists for those pupils with specific needs</li> <li>Liaison with specialist organisations as required eg. Tourette's Action, the Children's Trust for Brain Injury</li> <li>Curriculum Support information is updated on the basis of formal requested disclosure, medical screening and teacher concerns</li> <li>Contact with Catering to ensure that pupils with specific needs have appropriate access and support at lunchtime</li> <li>Four new parking spaces installed (three New College, one Old College) to facilitate drop off/pick-up of pupils with specific needs – labelled with standard road marking</li> <li>PSHE workshops for 2<sup>nd</sup> years on disability awareness</li> <li>1:1 lessons provide support as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop links with local physiotherapy practice to support pupils with physical disabilities</li> </ul>	RMH	March 2027	Ongoing
Improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school					
New College	<ul style="list-style-type: none"> <li>Ground floor accessible</li> <li>Accessible toilet on ground floor</li> <li>First floor not accessible</li> </ul>	<ul style="list-style-type: none"> <li>No further accessibility requirements identified</li> </ul>			

	<ul style="list-style-type: none"> <li>Improved front doors (sliding) with out of hours key pad control for access</li> </ul>				
Science Block	<ul style="list-style-type: none"> <li>Ground floor accessible</li> <li>Accessible toilet on ground floor</li> <li>First and second floors accessible via lift and Evac chair on both floors</li> </ul>				
Lecture Theatre	<ul style="list-style-type: none"> <li>Ground floor access via Science Entrance</li> </ul>				
Library	<ul style="list-style-type: none"> <li>Ground floor accessible from three ways</li> <li>Whilst first floor/Mezzanine (Sixth Form study area) is not accessible alternative study areas are provided in the Sixth Form Centre</li> </ul>	<ul style="list-style-type: none"> <li>Possible future project to infill Quad area for social purpose / enlarged Library with improved access</li> <li>Investigate replacement of manual library access door with automatic door and push button / keypad</li> </ul>	DG	2026-27	
Assembly Hall	<ul style="list-style-type: none"> <li>Re-modelled Clock Tower entrance with improved access/door control</li> </ul>	<ul style="list-style-type: none"> <li>Possible future plan to provide additional accessible entrance at south end of Assembly Hall</li> </ul>	NSM	2026-27	
Art Building	<ul style="list-style-type: none"> <li>Direct access to all three rooms from external doors (all ground floor)</li> </ul>	<ul style="list-style-type: none"> <li>New flush threshold doors to replace existing doors</li> </ul>	DG	2026-27	
Computing Rooms	<ul style="list-style-type: none"> <li>Main ICT rooms are located on first floor with single stairway access</li> </ul>	<ul style="list-style-type: none"> <li>Potential first floor link to new Music/Goodfield building by way of improved access</li> </ul>	NSM	2030-35	
Old College	<ul style="list-style-type: none"> <li>Ground floor accessible</li> <li>New back door (sliding) installed, with out of hours key pad control for access</li> <li>No accessible toilet provision on Ground Floor</li> <li>Accessible toilet in new Staff Room on First Floor</li> <li>Site for lift identified and access corridor available on both Ground floor and First Floor</li> </ul>	<ul style="list-style-type: none"> <li>Accessible lift to be installed to the first floor when need arises</li> </ul>	NSM	2025-30	

Goodfield/Music Block	<ul style="list-style-type: none"> <li>IT provision on ground floor</li> <li>Two accessible toilets</li> <li>First floor accessible via lift, evac chair on stairs exiting adjacent to Headmaster's Lawn</li> </ul>				
Gym	<ul style="list-style-type: none"> <li>Ground floor accessible</li> <li>Poor layout and limited access.</li> <li>Accessible toilet in foyer</li> <li>Gym refurbishment/extension to create additional changing, improved facilities and accessibility</li> </ul>				
Swimming Pool	<ul style="list-style-type: none"> <li>Separate ground floor dry changing and pool access</li> <li>Fully accessible building by design</li> </ul>	<ul style="list-style-type: none"> <li>Install winch access for pool if/when future need arises</li> </ul>	NSM	2025-30	
Pavilion	<ul style="list-style-type: none"> <li>Not accessible due to step</li> </ul>	<ul style="list-style-type: none"> <li>Add ramped access to main entrance</li> </ul>	DG	Sept 2024	Complete
Sixth-Form Centre & Garden Room	<ul style="list-style-type: none"> <li>Remodelled Sixth Form Centre with accessibility to the ground floor of Forrester and Ramshill buildings, albeit no automatic doors and no accessible toilet</li> <li>First floor not accessible</li> <li>New 1.2m wide Tarmac path built from Sixth Form Centre to Love Lane exit, with lighting</li> </ul>	<ul style="list-style-type: none"> <li>Investigate adding automatic doors to the connecting foyer between Ramshill and Forrester</li> <li>First floor accessibility not feasible due to nature of building</li> </ul>	DG  DG	Sept 2025  Sept 2026	Auto-doors complete
Adventure Centre/OSCA Den/CCF	<ul style="list-style-type: none"> <li>All ground floor buildings accessible and accessible toilet provision in CCF building</li> <li>New ramped link path to OSCA den and AWP added</li> </ul>				
Health and Well-being Centre	<ul style="list-style-type: none"> <li>Fully accessible</li> <li>Accessible toilets and shower</li> <li>Physio-space</li> <li>Emergency help alarm added to accessible toilet</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing review of equipment supporting needs of pupils with physical disabilities</li> </ul>	RMH		Ongoing

