



Accessibility Plan 2022 – 2025

Key Information		
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Policy Author (s)	Deputy Head Academic Director of Facilities	
Key Staff	Principal Deputy Head Director of Facilities Assistant Head Academic Academic Heads of Department Head of PSHE Deputy Head Pastoral Head of Personalised Learning EAL Coordinator Exams Officer	
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1. Accessibility Plan

This Accessibility Plan has been written to comply with the Equality Act 2010 which requires schools to have in place a plan to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- improve the provision to disabled pupils of information which is readily accessible to pupils who are not disabled.

The plan is outlined in the table below, is reviewed annually and is subject to approval from the Academic Committee of the Governing Body.

Target	Action Required	Responsibility	Notes: e.g. resources required / evidence of impact.	Timescale (short, medium or long-term).
Standard to be met: EA Schedule 10, 3.(2)(a): increase the extent to which disabled pupils can participate in the School's curriculum.				
Ensure that all academic staff are aware of, and confident in applying, the reasonable adjustments necessary to teach pupils with SEND in the manner outlined in their PLPs.	Training included in staff induction, whole-school inset and departmental inset at regular intervals throughout the school year. Head of PL will deliver training and information throughout the school year via departments. Inclusion of English and Mathematics staff within the PL teaching timetable to increase awareness of SEND teaching and learning styles.	Deputy Head (Academic), Head of PL and HoDs.	Reasonable adjustments seen in lesson observations. Reasonable adjustments detailed in the pupils' PLPs on iSAMS. Training evidenced in departmental meeting minutes.	On-going, short-term, July 2023. <i>Now completed. PLPs are updated on a rolling basis.</i>
Improve the application of pupil screening, tracking and performance data of SEND pupils to inform teaching, learning and whole-school policy. This will lead to more informed provision mapping for SEND pupils.	Develop our existing iSAMS database usage, tracking spreadsheets and Power BI platforms to develop the whole-school approach to having a data informed approach to intervention and academic planning.	Deputy Head (Academic), Head of PL.	Relevant SEND information readily available to staff and used consistently to inform delivery of the curriculum to pupils. PLP (personalised learning plans) available on iSAMS.	Medium term, July 2024. <i>Now completed. PLPs are updated on a rolling basis.</i>
Improve the availability of specialist knowledge and support within the PL Department to better support the breadth of SEND pupils.	Plan for additional staffing and for a greater breadth of knowledge across the PL and Wellbeing Departments. Also plan to improve the knowledge and skills of existing PL and Wellbeing staff.	DHA, Head of PL, DHIW.	CPD logs showing development of existing staff. Hiring of additional PL staff or re-deploying of existing academic staff.	Ongoing to long term, July 2025. <i>This area is improving with the addition of a PL PA and a HILTA to the PL Department.</i>
School to develop safe spaces around the school, to	Plan to develop layout and design school site (cross	DHA, EB, Head of PL.	Physical change in the school site.	Medium to long-term, July 2024 and 2025.

support the increased mental health of our students to access their education. This will tie-in with the existing PL Department and Wellbeing Centre to support our SEND pupils.	over with EA Schedule 10, 3.(2)(b). Look at timetable and schedule for the school day to better plan time for SEND pupils with specific needs to access this facility with support from trained staff.		Pupil usage of such spaces.	<i>Progress is being made in this area with several spaces around the school site designated for mental health support staff.</i>
Standard to be met: EA Schedule 10, 3.(2)(b): improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School.				
Material changes to the estate.	All new builds to comply with current regulations as a minimum	DF	All new building work and large-scale refurbishments are to comply with all building Regs.	Ongoing, short-term.
	Decorating – improve environment for the partially sighted e.g. enhance contrast between doors and surrounds.	DF	Ongoing as refurbishment requires	Medium-term
	Add appropriate ramping (and possibly lifts), toilet and shower facilities and doors/door furniture as part of refurbishment projects (classroom blocks and boarding houses).	DF	To assess the pupil roll for any individual for whom access may be problematic Plan for access where any pupil develops a disability whilst at school. This includes temporary access plans for short-term injuries, which involve rooming changes within the timetable	Ongoing, short-term.
	Furniture and equipment are selected, adjusted and located appropriately.	DF	Budget provision for specialised furniture and lighting as required.	Annual budget process
	The school has procedures to ensure the rigorous	DF	Annual service of EVAC chairs. 6 mthly servicing of lifts	Ongoing, short-term.

	<p>maintenance of specialist equipment and facilities.</p> <p>Review existing building plans to incorporate accessibility provision.</p>	DF	<p>When choosing new carpets make sure it is low pile to aid wheelchair movement.</p> <p>Assess where permanent ramps may be added to existing buildings.</p> <p>Maintenance of all lifts to access buildings</p>	Ongoing, short-term.
To ensure safe, clear access throughout the site at all times.	Daily checks to ensure exits, entrances and walkways are clear of obstructions, pathways are gritted and ice-free, exterior lighting is working etc.	DF		Daily ongoing
Standard to be met: EA Schedule 10, 3.(2)(c): improve the delivery to SEND pupils of information which is readily accessible to pupils who are not disabled.				
Ensure that teachers are aware of, and encourage the use of, assistive ICT to share information appropriately. Continue to support teachers in making reasonable adjustments where appropriate to do so. BYOD policy continues to ensure that SEND pupils have access to digital recordings, enlarged text and other tools that will help them readily access all relevant information.	<p>Regular staff training on the use of ICT to help information access to SEND pupils. DHA, Head of PL and Director of Digital Development to plan the next phase of our BYOD policy that will incorporate a significant SEND element.</p> <p>The Personalised Learning Department will conduct research into the place of assistive technology and software, e.g., Claroread/Dragon/reading pens as compared with Read/Write.</p>	DHA, Head of PL	<p>Students using their own devices with assistive technologies to access information.</p> <p>BYOD policy update document.</p>	<p>Ongoing short-term, July 2023.</p> <p>Current review with possible change to school-managed devices will offer more control of universally available functionality.</p>

Development of Microsoft 365 and Teams as our default ecosystem to allow SEND pupils access to an established and ever-developing suite of access tools for all curriculum information.	Development of the curriculum ecosystem to become a key strand of the academic strategy and associated departmental reviews. This will sit alongside our Digital Literacy project for the term.	DHA, HoDs.	Departmental SoW, the Teams environment itself including class Teams.	Ongoing and short-term, July 2023.
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Version History/Amendments			
Date	Author	Comment/Amendment	Version No
23.07.24	PDH	Reformatting of policy	1.0
28.08.24	JJS	Interim update	1.1
30.08.24	ALC	Approval of Policy	1.2
07.05.25	JMartindale	Updated in line with relevant estate policies. Removal of reference to Grubber demolition, Cloisters, and 3G development as all now part of imminent developments. Change EB (Estates Bursar) to DF (Director of Facilities)	1.3
07.05.25	JJS	Update to BYOD status comment with possible move to school-managed devices; removal of references to Director of Digital Development.	1.3

Links to Other School Policies
Academic Development Plan
Teaching Marking and Assessment Policy
PSHE and RSE Policy
Curriculum Plan
Curriculum Booklets
Pupil Performance Policy
Exams Policy
Equal Opportunities Policy
Equality, Diversity and Inclusion Policy
Admissions Policy
Academic Societies and Clinics Booklet
SEND Register
EAL Guidelines and Register,
Remote Education Guidelines
SEND, EAL and more able pupils policy.

Links to External Policies, Legislation or Guidance
No links