



Accessibility Plan 2022 – 2025

Key Information		
Issue/Version Number	Version 1.2	
Policy Author (s)	Deputy Head Academic Estates Bursar	
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Review Frequency	Annually	
Next Review Date	Michaelmas 2025	
Through School Policy	No	
Policy Category	Academic	
Approved By (SMT Member)	Principal Deputy Head	
Ratified By & Date (Committee)	Academic Committee – Summer 2024	
Published (Internal and/or Web)	Web	

Accessibility Plan 2022 – 2025

17b Accessibility Plan 2022-25

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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. Now completed. PLPs are updated on a rolling basis.
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. Now completed. PLPs are updated on a rolling basis.
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. This area is improving with the addition of a PL PA and a HILTA to the PL Department.
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.	Include appropriate disabled facilities in new builds.	EB	Elements of these targets have been incorporated into the ongoing Master Planning exercise which is nearing completion of the planning phase. Priorities include the inclusion of disabled toilet access and ramps throughout the school site.	Ongoing, short-term.
	Decorating – improve environment for the partially sighted e.g. enhance contrast between doors and surrounds. Ensure desks and furniture is appropriate and accessible.	EB		Ongoing, short-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).	EB		Ongoing, short-term.
	Improve access for disabled parents to boarding houses and elsewhere.	EB		Ongoing, short-term.
	Main Teaching Block: <ul style="list-style-type: none"> include disabled toilet facilities in the refurbishment, decorate appropriate to the needs of the 	EB		Medium-term, July 2023.

	partially-sighted.			
	3G astro and changing facilities on Hall Close to include disabled toilet facilities and changing. Associated new parking to include disabled parking and ramped access to all facilities.	EB		Medium/long-term, July 2025/2026.
	Pears School: design work to include lift, disabled toilet facilities and hearing loop	EB		Stairlift installed in 2018. The rest is long-term, July 2026.
	Repurposing / refurbishment of the Cloisters Classrooms and toilet facilities to provide disabled access and toilet facilities throughout. Decorate appropriately to consider the needs of the partially sighted.	EB		Medium term – 2024/25.
	Demolition and rebuild of the Grubber, providing disabled access to all facilities, lift as necessary and disabled toilet facilities, combined with appropriate decoration and hearing loops.	EB		Medium / long term – 2026/27.
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	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	DHA, Head of PL and Director of Digital Development.	Students using their own devices with assistive technologies to access information. BYOD policy update document.	Ongoing short-term, July 2023. BOYD policy and any associated roll-out by year group will be long-term, September 2023- 2026.

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>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>			
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, Director of Digital Development, HoDs.	Departmental SoW, the Teams environment itself including class Teams.	Ongoing and short-term, July 2023.

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

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