CHATSWORTH SCHOOLS

ACCESSIBILITY POLICY and ACTION PLAN

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

Policy and Plan template reviewed by: Jonathan Ritchie – Director of Estates and Facilities

Policy and Plan template approved by: Sarah Fern

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Reviewer's Signature:

Please note: 'School' refers to Chatsworth Schools; 'parents' refers to parents, guardians and carers.

This is a whole school policy, which also applies to the Early Years Foundation Stage.

POLICY AMENDMENT PAGE

Date	Key Amendments	Version Number	Reviewed by
11/01/2018	Policy Approved – Fit for use by schools.	v1.1	RG
01/09/2019	Annual Endorsement	v2.0	RNB
01/09/2020	Annual Endorsement	v3.0	RNB
16/03/2021	Policy review and update	v3.1	RNB
01/09/2021	Annual Endorsement	v4.0	RNB
01/09/2022	Annual Endorsement	v5.0	RNB
25/06/2023	Annual Endorsement	v6.0	CS
01/09/2024	Annual Endorsement	v7.0	JR

Accessibility Policy and Action Plan

This policy should be read in conjunction with the school's Disability Policy.

Accessibility Policy

Introduction

Accessibility planning is an integral part of the school's annual planning cycle. The Accessibility Plan, created in accordance with the planning duties of the Equality Act 2010 (as amended by the SEN and Disability Act 2001 and 2005 (SENDA)), forms part of the whole school development plan while remaining as a permanent agenda item in the SLT (Senior Leadership Team) meetings, ensuring it is a focus of attention.

Original legislation required the plan to cover a fixed 3-year period, as determined by the government. However, recent DfE guidance allows schools to choose any 3-year period. The school's plan covers the 3-year period as specified in its title. The school has adopted the format of planning for a rolling 3-year period; a new year is added at each annual review and the details of the completed year, annotated to record what has been achieved, are archived and made available on request to any appropriate inspection body. The coherence of the plan and its influence upon other developments is monitored by the SLT on an annual basis.

The Accessibility Plan draws on the guidance set out in:

- SEND Code of Practice (2015)
- "What Equality Law Means For You As An Education Provider" (2014)
- "Equality Act 2010: What Do I Need to Know? Disability Quick Start Guide"

(2011). Over its 3-year period, the plan aims to:

a) increase the extent to which disabled pupils can participate in the school's curriculum;
b) 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;
c) improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Adequate resources will be allocated for the implementation of this plan.

Definitions of Disability and Special Educational Needs

Disability is defined as follows by the Equality Act 2010:

A person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- substantial' means more than minor or trivial; for example it takes much longer than it usually would to complete a daily task;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

The definition of Special Educational Needs in the Children and Families Act 2014 includes pupils with 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 his or her age in mainstream schools. Not all pupils are disabled by their SEN and vice versa.

The SEND Code of Practice makes it clear that the definition of disability includes sensory impairments, such as those affecting sight or hearing, and long term health conditions, such as asthma, diabetes, epilepsy, and cancer.

Progressive Conditions Considered to be a Disability

A progressive condition is one that gets worse over time. There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are Specifically Excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non–prescribed substances.

Objective of the Accessibility Policy and Plan

To reduce and eliminate barriers to access to the curriculum and to full participation in the school/nursery community for pupils, and prospective pupils, with a disability.

Principles

The school recognises its duties under the Equality Act 2010:

- Not to discriminate against disabled pupils in their admission and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education
- To have and regularly to update an Accessibility Plan which meets the statutory requirements by being in writing and covering the three strands over time, as noted in the introduction, above.

The SEND Code identifies a clear focus on the participation of children and young people and their parents in decision-making at individual and strategic levels. The school/nursery recognises and values parents'

knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles, which underpin an inclusive curriculum:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Management

In formulating the plan, the SLT may co-opt additional members whose expertise in any field would be of assistance.

The SLT's terms of reference are:

- To review the school's/nursery's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled;
- To make decisions with a view to improving the accessibility of its education in its many aspects, to pupils or prospective pupils with disabilities, by means of reasonable adjustments and to implement, evaluate, and continue to review the effectiveness of any measures taken;
- To continue to review the school's/nursery's Disability Policy;
- To continue to review the school's/nursery's Accessibility Action Plan.

Learning and Teaching

The school has:

- Appropriately trained SEND staff in each of its educational settings each equipped to deal with the range of mild or moderate learning difficulties experienced by children who, with our support, can benefit from the curriculum we follow.
- A strong and successful record of supporting children with a range of SEND needs by planning with parents and children, seeking advice from appropriate professionals and training staff with regard to any child's specific needs.
- Students are assessed for SEND upon admission and other times when a need is identified.

The school/nursery has a procedure for dealing with accessibility in advance of a child's admission or, in the case of the emergence of a disability, the following procedures are in place:

Pre-Admission

A lot of planning takes place before the child arrives at school/nursery. This will include:

- Information gathering from parents, the child's current school or nursery and relevant external agencies.
- Writing an individual accessibility and/or education plan tailored to the needs of the child. This will involve meeting with parents and meeting with the child to discuss their preferences. It may also

involve meeting with external agencies who specialise in dealing with that particular disability, who can offer support to the school when planning the appropriate provision for the child.

- Providing adequate training for staff, who will be responsible for that child, so that they feel confident to carry out the plan.
- Providing the correct resources for the child so that he/she has as much access to the curriculum as is reasonably practicable.

After Admission

Planning and undertakings will include:

- Managing and recording the pastoral care of the child through the school's pastoral system and fostering the child's social and emotional development, with appropriate documentation.
- Reviewing the plan with the parents and child and, where relevant external agencies, at appropriate intervals so that planning can be put in place for the following term.
- Communicating with future schools with regard to the child's needs.

If the onset of disability occurs during a child's time with us, all of the above will be put in place.

Training

The overall planning of staff training is undertaken by the SENDCO and Head. Training is given to the whole staff (full-time and part-time) on SEND and Disability on at least a two-year cycle. Training is undertaken on a whole staff basis with regard to learning styles, learning differences, learning difficulties and multi-sensory teaching over an extended period.

Training is undertaken on a 'need-to-know' basis with regard to, for example, asthma, epilepsy, anaphylaxis, colostomy management, cystic fibrosis and other conditions. Training will continue to be tailored to provision for and understanding of specific conditions as appropriate.

Pastoral Care

The overall management of pastoral care is the responsibility of the Deputy Headmistress. Pastoral Care is an agenda item at each meeting of the SLT and forms part of the annual development plan.

A Health and Safety Committee, comprising appropriate members of staff, meets termly to consider all matters of Health and Safety.

Arrangements for Health and Safety on trips and visits are scrutinised and approved by the Head and Educational Visits Co-ordinator.

Physical Environment

The Head has overall responsibility for the school's physical environment.

The school recognises that environmental adjustments cannot readily be made in response to the arrival of a child with a disability and that, therefore, longer-term planning is needed to ensure that environmental factors are improved including access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is where the Action Plan becomes a part of the policy.

The plan below sets out the action being taken by the school as positive steps to promote equality and eradicate discrimination for all.

Disability Policy Review

The responsibility of review is the Senior Leadership Team.

The terms of reference are:

- to review the school's policies, procedures and facilities, as they are likely to affect pupils and prospective pupils who are disabled, and to prepare an audit of current provision.
- to make recommendations with a view to improving accessibility of the school's education to pupils or prospective pupils with disabilities, by means of reasonable adjustments and by planning for the future by preparing an Accessibility Plan.
- to review such plans and policies as necessary at least every three years.
- an audit of current provision

Admissions

Admission to the school is on a non-selective basis (no written assessments are taken). We welcome pupils with special educational needs, providing that our Learning Support Department can offer them the support that they require. We welcome pupils with physical disabilities provided that our site can cope with them. The school's policy is to enrol pupils regardless of any disability of which it is aware, provided that the school can accommodate their needs within the parameters of reasonable adjustments.

The school asks parents of prospective pupils if special needs should be taken into consideration. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as considered appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

The life of the school is enhanced by inclusive policies, but equal importance must be given to ensuring that no pupil's education is impaired.

Delivery of the Curriculum

Through INSET, staff meetings and other initiatives, such as online learning, we train classroom staff on developing inclusive approaches towards teaching.

Classroom Arrangements

Freestanding tables and chairs in most classrooms mean that furniture can be rearranged easily to accommodate disabled students. Where appropriate for learning needs, the school encourages the use of laptops or other portable devices. The majority of rooms are fitted with blinds, which might be of benefit to students with visual impairment. Lessons provide opportunities for all students to achieve. For example, provision may be made for dyslexic and dyspraxic students to use laptops in lessons and for tests. The school keeps detailed records of pupils' needs and the range of support provided, which it uses to make application for extra provision in public and formal examinations.

Delivering Material in other Formats

ICT and photocopying facilities are available to produce large print information.

Visits

School visits are open to all, provided the appropriate medical practitioner declares any individual with a medical condition is well enough to travel. However, the school might need to consider the transport and accommodation needs of a wheelchair user.

Policies

Details of the Equal Opportunities policy, including disability, are published in the staff handbook. This policy and plan should also be read in conjunction with the SEND and Inclusion Policy.

School Design: Access to Buildings

The school is situated over several building. The main building front entrance is accessed via several steps, while the back door is flat and is wheelchair accessible. A ramp has been built outside near the back entrance so that pupils with mobility difficulties are able to access the back door of the main building from the carpark, they also access the Art and Food Tech block, without having to use the cobbled drive. Lower stable block, the Music, Drama, Science Lab and D & T room are all accessible with no steps. Food Tech and Art have one step up and a portable metal ramp has been purchased to enable wheelchair users to access. Classrooms on Ivy Bank have four steep steps up and are not wheelchair accessible.

Emergency Evacuation

If a pupil with a disability is admitted to the school, relevant staff will be provided with training to support the pupil's emergency evacuation. Within the structure of the current premises, a number of modifications may be possible in order to increase accessibility for disabled pupils and parents.

Should it be beneficial for a pupil with a disability, the school will create a Personal Emergency Evacuation Plan (PEEP), consulting, as relevant, with the pupil's medical practitioner and the emergency services.
In planning for emergency evacuation, if appropriate, the school will consider, for example:

- equipping fire alarms and bells with additional visible signals to meet the needs of any deafpupils.

- acquiring an 'evac-chair' or similar equipment to facilitate the emergency evacuation of a pupil with mobility difficulties.

Interpretation

In this policy, the term "senior manager" means a School Head and their designated deputies.

This policy applies to all employees in all Schools (save for Schools with their own procedure which shall prevail) and other work environments within Chatsworth Schools

This policy applies within all companies, which are wholly owned subsidiaries of Chatsworth Schools Ltd, a company registered in England, registered number 11552579.

The registered office of all companies is Crimea Office, The Great Tew Estate, Great Tew, Chipping Norton, Oxfordshire, OX7 4AH. Any enquiries regarding the application of this policy should be addressed to the Director of Information at the above address.

Key Action Areas

The following table provides a summary of the school's/nursery's priority areas for action.

Key Action Areas	Timescale
a) 100% of SEND pupils in KS4 receive targeted support to develop their independence and the skills necessary to transition to further education or training.	
•Interview workshops and 1:1 sessions are held for identified learners. Pupils are identified through SEND reviews and in-class observations. (Ongoing 24/25) •Information on career pathways and college applications are made available to pupils with SEND. Pupils are supported to make applications where necessary (ongoing 24/25) • Work experience for all year 10 pupils, those with an EHCP, additional information is shared with employers prior to the week to ensure their needs are fully supported. (new 24/25)	Academic year 2023-2024 – (Achieved) Academic year 2024 - 2025
b) 100% of pupils identified as EAL are provided with additional intervention/support to enable them to make progress.	
●All pupils are tested in September to gain a base level (New pupils 24/25) ●Pupils actively encouraged to listen to audiobooks via eplatform to expand vocabulary.(Ongoing 24/25) ●Where appropriate 1-1 literacy sessions held in addition to English lessons. (New pupils 24/25)	Academic year 2023-2024 (Achieved) All pupils made good progress and are now working towards GCSE/A Level qualifications) Academic year 2024- 2025
c) All pupils are appropriately placed at the right level of the SEND Register both in main school and nursery	

• Check all interventions and identify any pupils receiving additional to or different from intervention, are correctly placed on the SEND register following conversations with parents. (Ongoing 24/25) • Work directly with nursery staff to empower them to be able to identify pupils not meeting expected milestones and put in place targets and interventions to bridge the gaps. (Ongoing 24/25) • Complete training sessions with nursery staff. (Ongoing 24/25) • Nursery staff to receive planned inset day for further training (New 24/25)	Academic year 2023-2024 (Achieved) SF completed Deaf Awareness training and two online EYFS and SEND training Quizzes for all nursery staff. Weekly visits to check on pupils needs and identifying needs undertaken. Academic year 2024-2025

CHATSWORTH SCHOOLS
1. Action plan

SECTION A: Increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum

Target	Current good practice *Include established practice and practice under development*	Objectives	Actions to be taken	Resources	Person responsible	Person responsible for the sign-off	Michael-mas Term	Spring Term	Summer Term	Success criteria
Ensure all pupils, regardless of SEND status, are making progress.	Curriculum progress is tracked for all pupils, including those with a disability.	Through formative and summative assessment all teaching staff monitor progress throughout the academic year.	Learning walks, formal observations, book looks and progress conversations with SLT and all teachers ensure any pupils not making expected progress are flagged and additional intervention put in place to support pupils. Those on Pupil	PP monies used to cover all in-house or external tutoring. In-house tutoring has a time cost for staff prepping and undertaking the sessions	Director of Studies/ Director of Inclusion	Headmaster	Dec 23: New data systems being created to support clearer identification of progress/lack of progress for SEND pupils.	March 24: Data used to identify those in need of additional support in preparation for GCSE exams. System used to identify gaps in progress for SEND, additional 1-1 dyslexia or LSA support added into support model.	July 24: Revision of assessments for key groups. All pupils tested 3 times this year using Accelerated reader to monitor and evidence progress.	All pupils not making expected progress are identified. Appropriate intervention is put in place to bridge the gap.

			Premium may be offered tutoring via the NTP tutoring programme as needed.							
All pupils have subject specific targets to work towards so that progress is evident.	*Targets are set effectively and are appropriate for pupils with additional needs.*	Targets are specific for each pupil and relevant to each curriculum subject.	Target setting opportunities are timetabled in each term with subject teachers. Target setting format improved to aid effectiveness.	Time added into curriculum lessons to facilitate target setting. New template to be created and approved by SLT.	Deputy Head/Director of Studies/ Director of Inclusion	Headmaster	Dec 23: All pupils have created targets with their subject teachers and they are stuck in their books so they can be referred back to in marking and by the pupil. To be reviewed at end of spring term.	March 24: Second set of targets created with pupils using newly created online form. The form populates directly to a spreadsheet, this is then mail merged and printed.	July 24: Last set of targets created via the end of year report system. Need to include review of last targets with pupils before end of term next academic year to ensure 3 full cycles are completed.	Three target setting rotations occur throughout the academic year. Targets are reviewed and progress towards the targets are evident.

					Director of Studies/Director of Inclusion/Director of Finance	Headmaster	Dec 23: Cusp is being used in the juniors. New BTEC life skills is underway and proving a success with year 9 pupils.	March 24: Not all staff are finding CUSP as user friendly as first thought. Staff not using it to create curriculum links across all subjects. BTEC Life Skills working well, some slight changes to groupings.	July 24: CUSP not being bought in for next year. Alternative pathways being considered. There has been some absences in teaching staff this academic year, need to ensure pupils are up to date and absence is monitored to reduce further impact. Pupils are making progress across the board.	
High quality differentiated teaching and learning is provided for all pupils.	*The curriculum is reviewed to ensure it meets the needs of all pupils.* *External professionals work with school to ensure all pupils needing specialist support receive it.*	Ensure all staff have the relevant training and resources from internal and outside agencies where appropriate to support the specific needs of some of our most vulnerable pupils.	Plan and deliver bespoke training opportunities internally and with outside agencies and via SEND specialists as and when the need arises. New CUSP curriculum purchased for the junior school. Additional BTEC course added to the senior curriculum 23/24. Other options	CUSP Curriculum £4300 initial purchase, £100 per year after that. BTEC Registrations and materials £4000 aprox over 3 years. PowerPoints sent to staff for future reference from outside agencies. SaLT bought in £3148.80 per annum Dyslexia Teacher £ per annum Audio book school subscription £800 per annum						Staff have the right skills and knowledge to support pupils with SEND and this is evident via lesson observation and learning walks. Pupils are making progress.

All LSAs or specialist staff are taken through a vigorous shortlisting, interview and onboarding process. Once started staff are given a thorough induction program and are on a probationary period. During this time, they are observed and several meetings occur to ensure that they are meeting the targets set in the probationary meeting 1. Training is offered along with mentorship to ensure all existing and new members of staff are fully supported.	The Enhaned Learning Team will be appropriately resourced with specialist staff with the right expertise and knowledge to support pupils with SEND to access the curriculum.	To ensure that all pupils with SEND have appropriately qualified and experienced staff working with them.	Ensure that we assess the needs of our current intake and any future pupils using careful analysis of progress and via a thorough transition programme. This will allow us to recruit effectively and ensure that we have the expertise required within the team. Performance management and further professional learning needs will be identified within existing staff to ensure that their knowledge and expertise is appropriate. All Enhanced learning staff are part of ARC (Action research Community) CPD. Weekly SEND briefing are held for all staff to ensure sharing of information. LSA meetings are held weekly with Specialist staff, team split into four groups, opportunity to meet once a term. Feedback any concerns, share good practice, get support from wider	£0 Time- Director of inclusion(DoI) undertakes in class observations/lear ning walks, school observations, holds meetings with SENCO and parents prior to offer of placement. EHCP is fully checked to ensure that we are able to provide the required provision. DoI completes the performance management reviews and probationary PDR for all Enhanced learning staff. SLT lead ARC groups. DoI runs SEND briefings and weekly LSA meetings.	Headmaster/ Deputy Head/ Director of Inclusion/	Director of Finance	Dec 23: Staff who started in September have gone through the induction process and they are having regular monitoring meetings with SF to ensure that all training and support needs are met.	March 24: Staff have had their second probationary meeting and learning walks and staff feedback sort to ensure there are no outstanding training needs.	July 24: Exit interviews have been held for LSAs leaving at the end of the term. One of the areas of development identified was staff would like the opportunity to go on courses which provide external qualifications as part of their CPD offer. SF has sent out end of year intervention questionaries' to be completed by both staff and pupils so that impact can be analysed.	Learning walks/Lesson observations of support staff will demonstrate that they have the right skills and expertise to support our pupils with SEND. Interventions run by specialist support staff will have a demonstrable impact on progress.

			Enhanced Learning team. Weekly mentor slot available with Autism and inclusion specialist for any member of staff.						

Every pupil is able to access physical education.	Pupils are given options during PE and Games so that they are able to choose a sport or activity which suits their physical and personal choice needs. LSAs complete activities with the pupils so they are with familiar people and feel enabled. Pupils with physical difficulties are provided for and when possible are enabled to use the swimming pool to meet their needs as directed by medical professionals.	PE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activity.	Recommendations from OT and PT services are actioned. Alternative and adapted equipment to be purchased if necessary. Every pupil with particular requirements within PE will be identified and strategies and support will be given to PE staff to mitigate these difficulties. Pupils who require low impact opportunities are able to use the pool instead of a team sport.	£0 Time Assistant SENCO and identified staff work with PT to ensure they are fully trained to complete programs of exercise with identified pupils. Life guard made available at alternate times to allow identified pupils to use the pool when others are engaged in team activities.	PE department	Director of Inclusion	Dec 23: LSAs have now been trained to take Boccia and yoga. Intervention groups have been created for all sessions so every child has an option they feel able to take part in.	March 24: The intervention lessons have been running for all year group PE lessons. More pupils have begun to take part in the lessons and are being encouraged to try other sports but in a quieter setting.	July 24: TL is now working with RW to discuss the PE offer for the intervention groups. It is suggested that the offer is opened up wider to include use of the gym, swimming pool and the area outside of the gym for boccia. Intervention staff will be trained to support the sessions and ongoing training and monitoring of progress will be in place via TL and RW.	All pupils access 100% of PE lessons regardless of activity.

SECTION B: Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school:

Improve and maintain access to the physical environment	*The environment is adapted to the needs of pupils as required.* *This includes:* ● *Ramps/portable and fixed* ● *Accessible parking bays* ● *Accessibility toilets and changing facilities* ● *High visibility strips to mark stairs, hand rails and vertical support post* ● Handrails placed around the school for any classrooms which have a step-up to access them.	Pupils with specific needs have appropriate access, equipment and furniture.	Acquire specialised equipment such as ergonomic chairs and sloping boards to assist access to the school environment and curriculum as needed.	£400 Base budget, most specilaised equipment will come from PT or OT at no cost to school.	Director of Inclusion in consultation with the Occupational Therapy service and the Physiotherapy team.	Director of Finance	Dec 23: No additional adaptations are required.	March 24: Additional keys have been cut for the upstairs accessible bathroom so that two identified pupils can use the clozimat facilities to build independence.	July 24: No additional adaptations are required.	All pupils will have the right equipment to ensure that they have full access to the physical environment.

In the event of an emergency, identified pupils are safely evacuated from the building. Where pupils are unable to return into school, vulnerable pupils are supported to go home.	Vulnerable pupils are identified at the start of the academic year and PEEPS created, shared and stored appropriately. Where a vulnerable pupil begins mid- year a PEEP is created. Even when one specific member of staff works with a pupil, two members of staff are identified as responsible for each pupil in the case of absence.	All pupils who require a Personal evacuation plan (PEEPS) have one in place.	Develop PEEPs for specific pupils. LSAs informed of which pupils they are responsible for in an emergency situation. Peeps forms are stored with the emergency evacuation register held by the school secretary and brought to the evacuation point.	£0 Peeps are created and shared for identified pupils. Time - to create and share, update as needed.	Direct or of Inclus ion/Di r ector of Finan ce	Headmaster	Dec 23: Peeps created, stored and shared with appropriate members of staff.	March 24: No new PEEPS needed.	July 24: No new PEEPS needed, additional ones will be created for September.	Identified pupils are aware of their PEEP. Completed PEEPs in place for all identified pupils, they are shared with relevant support staff and teachers. They are stored appropria tely.

To ensure pupils with mobility challenges are always able to access their timetabled classroom.	Identified classrooms pupils with mobility challenges are unable to access have been pinpointed. Suitable classroom have been timetabled to ensure that pupils can access the rooms. Portable ramps have been purchased to make SB3 and the Art room more accessible. Priority is given to pupils who require specific rooming when timetabling to ensure their needs are met. Where a pupil has not been able to access school due to their mobility difficulty, online hybrid learning has been set up so that they do not miss learning opportunities.	All pupils, regardless of mobility are able to gain access to classrooms.	Staff are continually informed of any pupils with mobility issues. Timetables are amended to ensure identified pupils have a room to meet their need. Online hybrid sessions are created.	£0 Time – reorganizing the timetable, organizing online lessons, LSA takes responsibility for setting up IPad in the classroom.	Director of Inclusion	Deputy Head Teacher	Dec 23:NA no pupils with physical/mobility disability currently.	March 24:NA no pupils with physical/mobility disability currently.	July 24:NA no pupils with physical/mobility disability currently.	All identified pupils are timetabled in appropriate classrooms to meet their needs.

To provide an accessible site to all pupils and staff with a visual impairment.	The school site is kept free from trip hazards both internal and external. Warning strips are placed on areas where there is low contrast so there is an indication of a step.	To maintain a safe site for pupils and staff with visual impairment.	All areas both internal and external to be included, ongoing maintenance of existing warning fixtures and strips. Checked and maintained all year round. Maintain yellow/fluorescent warning strips on steps, to support pupils staff with VI	£50 Vision strips Time	Site Team	Director of Finance Facilities	Dec 23:NA no pupils with visual impairment currently.	March 24:NA no pupils with visual impairment currently.	July 24:NA no pupils with visual impairment currently.	All pupils and staff with VI navigate independently, safely and successfully around school.
To ensure that all new and existing buildings and rooms allow independent access for all.	A space audit has been completed to understand pinch points around school. Architectural suggestions will be investigated over the coming months for changes to the physical school layout to make it more suitable for all.	For the school building to be used most effectively for the benefit of all using it. For the school to be as accessible as possible.	New plans to be closely monitored. Ensure total compliance with building and DDA regulations. Ensure that all fire exits are suitable for all pupils, including those with mobility issues or wheelchair users.	VP JM-holds budget information for the extensive works being carried out.	Director of Inclusion	Director of Finance and Facilities	Dec 23:NA	March 24:NA	July 24:NA	All pupils are able to independently access all areas of school both internally and externally. Pupils are able to independently navigate all buildings with minimum adult support, except for upper story classrooms without a lift in operation.

SECTION C: Improve the delivery to disabled pupils of information that is readily accessible to pupils who are not disabled:

						Headmaster				
Improve the delivery of information to pupils with a disability	*Our school uses a range of communication methods to ensure information is accessible.* *This includes:* ● *Internal signage* ● *Ipads/Chromebooks for all pupils from reception to UV* ● *Claroread text to speech* ● *Eplatform audio book library* ● *Bilingual dictionaries and translation software for those with EAL* ● *Google classroom/ Good notes* ● *Large print resources* ● *Pictorial or symbolic representation* ● *British Sign Language*	All pupils with significant literacy difficulties have access to appropriate technology to support them with reading and recording their work in class.	Train pupils to use Claroread software and to touch type as and when required and dependent on the severity of the need. Touch typing intervention for identified pupils weekly. Dyslexia lessons weekly for identified pupils.	£1000 per annum Claroread software BBC Dance mat touch typing Eplatform £800 per annum LSA time £13.52 per hour Dyslexia teacher £24,000 per annum	Director of Inclusion/ Director of Studies	Headmaster	Dec 23: Ongoing training as new pupils with needs are identified.	March 24: eplatform has been very popular with pupils, there are currently 493 loans this year with 75 active users.	July 24: Dyslexia specialist has invested in a new typing and spelling course TTRS(Touch Type Read and Spell) for identified pupils. Some pupils were finding Spellzone too difficult and were not enjoying the touch typing course previously used. A full subscription has been added to next years budget as the trial has proved very popular.	All pupils with significant literacy difficulties are making expected or greater rates of progress.
		All pupils have the appropriate exam access arrangements in place for internal and external examinations.	The Director of Inclusion and Specialist Assessor ensure training is kept up to date to enable them to assess for access arrangements. All staff are trained prior to the external exams yearly to ensure that best practice is followed in line with JCQ regulations.	£0 Real training yearly update CPD. Time- 2 Hours per annum.	Director of Inclusion/ Specialist Assessor	Headmaster	Dec 23:All year 11 pupils have been processed and access arrangements were used in mocks. SF has completed her update training.	March 24: Tested and processed some year 10 pupils.	July 24: AQA inspectors have completed a full AA inspection and were very happy with the folders. There was a subsequent exams inspection which again was positive.	Exam access arrangements are in place for all identified pupils.

Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum.	All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs.	Curriculum continually adapted in response to changing needs as informed by the Headmaster, Director of Studies and Director of Inclusion.	£250 Books external trainers. Training from SEND and Teaching and learning. Requires preparation time.	Director of Studies Director of Inclusion	Headmaster	Dec 23: New ARC books ordered. Sessions have been popular and staff are loving the book. Only LSA staff completing ARC this year.	March 24: CPD for teaching staff to support pupils with differing needs including mental health which is a big concern and a rising issue this academic year.	July 24: Enhanced learning staff did their presentation for ARC to wider school. SF has organised for the school to be part of the Paul Dix Relational Practice CPD for next academic year. All teacher to read the book over summer so they are in line with the enhanced learning staff.	Pupils with SEND will make expected or better progress. Learning Walks will verify that quality first teaching strategies are embedded within lessons

2. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.
It will be approved by [the governing board/committee name/governor name/the headteacher].

3. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Special educational needs and disability policy

Appendix 1: Accessibility audit

1. Physical Access					
Item	**Issue**	**Green**	**Amber**	**Red**	**Comment**
1	Is furniture and equipment selected, adjusted and located appropriately?	1.9.23 8.7.24			The occupational therapists for each individual pupil with a disability, have approved our furniture and equipment as suitable. OT for new pupils have been in and inspected furniture. (July 24)
2	Are Pathways and routes logical and well signed?	1.9.23 8.7.24			Yes
3	Do you have emergency and evacuation procedures for specific pupils with a disability?	1.9.23 8.7.24			Yes, we have personal evacuation procedures in place for all vulnerable pupils with a disability currently at the school. New Peeps will be created September 24(July 24)
4	Is appropriate furniture and equipment provided to meet the needs of individual pupils?	1.9.23 8.7.24			Yes – laptops/IPads are provided for all pupils in the junior and senior school, as well as appropriate seating and where required height adjusting furniture. New furniture ordered for Form III classroom as they are going from Junior to senior(July 24)
5	Do furniture layouts allow easy movement for pupils with disabilities?	1.9.23 8.7.24			Seating plans are used to ensure that pupils with disabilities are seated appropriately.
6	Are quiet rooms/ calming rooms available to children who need this facility?	1.9.23 8.7.24			Yes an additional space has been created in Stable Block, this now has workspace, chairs and bean bags for quiet space supervised by LSAs. (July 24)
7	Are car park spaces reserved for disabled people near the main entrance?	1.9.23 8.7.24			Yes there are accessible parking bays at the front of the main house.
8	Are there barriers to easy movement around the site and to the main entrance?	1.9.23 8.7.24			No, new ramps have been installed to the lawn to allow wheelchair users to access the main building, food tech and art without having to use the cobbled road.
9	Are steps needed for access to the main entrance?		1.9.23 8.7.24		Yes, however, there are not currently any pupils who cannot access the building due to the steps.
10	Do all those steps have a contrasting colour edging?		1.9.23 8.7.24		No, however, there are not currently any pupils who require this specific resource.

11	If there are steps, is a ramp provide to access the main entrance?	1.9.23 8.7.24			Yes, there is a portable metal ramp against the Art room which can be used to enter rooms with steps. (July 24)
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	1.9.23 8.7.24			Yes
13	Is it possible for a wheelchair user to get through the principal door unaided?		1.9.23 8.7.24		No, however, we do not currently have any full time wheelchair users.
14	If no is an alternative wheelchair accessible entrance provided?	1.9.23 8.7.24			Yes the back doors are accessible to wheelchair users. A ramp has been fitted to the lawn to allow easier access.
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	1.9.23 8.7.24			Yes
16	Do all internal doors allow a wheelchair user to get through unaided?		1.9.23 8.7.24		Not all, but the doors are held open by appropriate fixings or stoppers.
17	Do all corridors have a clear unobstructed width of 1.2m?	1.9.23 8.7.24			Yes
18	Does each block have a wheelchair accessible toilet?	1.9.23 8.7.24			Yes
19	Does the relevant block have accessible changing rooms/ shower facilities?	1.9.23 8.7.24			Yes, there are accessible shower facilities within the new block.
20	If the block is on more than one level, do the internal steps/ stairs have contrast colour edgings?	1.9.23 8.7.24			NA
21	Is there a continuous handrail on each internal stair flight and landing?	1.9.23 8.7.24			Yes
22	Do the blocks have a lift that can be used by wheelchair users?		1.9.23 8.7.24		No, due to the age of the existing school building, this is not possible. Any new builds will meet statutory requirements.
23	Do you have any sort of mechanical means provided to move between floors? If, yes, please state.		1.9.23 8.7.24		No
24	Is it possible for a wheelchair user to use all the fire exits from areas	1.9.23 8.7.24			yes

Item	Issue	Green	Amber	Red	Comment
	to which they have access?				
25	Are non-visual guides used to assist people to use the buildings?		1.9.23 8.7.24		No, this is something that we do not currently have the need for.
26	Could any of the décor be confusing or disorientating for pupils with disabilities?	1.9.23 8.7.24			No
27	Is a hearing induction loop available (either fixed or portable) in the school?		1.9.23 8.7.24		No, we do not currently have any pupils with hearing impairment. We have one pupil who is a hearing aid user, he has his own personal FM so no other devise is required.(July 24)
28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		1.9.23 8.7.24		No, we do not currently have any pupils with hearing impairment. This was not deemed necessary by the pupils teacher of the Deaf (July 24)

2. Learning Access

Item	Issue	Green	Amber	Red	Comment
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	1.9.23 8.7.24			Regular INSET training on SEND and disability awareness training.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children with disabilities if required?	1.9.23 8.7.24			Strong relationships exist with local providers e.g NHS occupational therapists and physio therapists, and training is provided. All members of the Enhanced Learning Department have been trained to look after and to administer medication for epilepsy. Regular INSET training on SEND and disability awareness training.
3	Do all staff seek to remove all barriers to learning and participation?	1.9.23 8.7.24			Regular training on differentiation for pupils with SEND. Learning walks ensure that this is embedded in lessons.

4	Is teaching and learning appropriately differentiated to meet individual needs so that children and young people make good progress?	1.9.23 8.7.24			Learning walks and lesson observations ensure that differentiation is embedded in lessons. Magpie lesson observations have been carried out twice this academic year, sharing good practice. (July 24)
5	Are all children and young people encouraged to take part in music, drama and physical activities?	1.9.23 8.7.24			Yes they are strongly encouraged to take part, some of our pupils opt for this at GCSE level.
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	1.9.23 8.7.24			Yes, physiotherapy and gym sessions are incorporated into PE sessions where appropriate. All staff have access to detailed profiles of need, which outline the adjustments they need to make to allow access for individual pupils. Intervention lessons are now held for all year groups to encourage those who struggle with large groups or team sports to get involved. This offer will be expanded September 24. (July 24)
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	1.9.23 8.7.24			Differentiation for pupils with SEND is explicitly requested as part of a lesson plan, and seating plans must include and account for pupils with disability. Lesson observations and learning walks quality assure that this is taking place in every lesson.
8	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	1.9.23 8.7.24			As detailed above, all staff and employees are expected to show consideration to all pupils with disability, and are expected to plan for every task they partake in, and detail the adjustments they make for these pupils as part of their lesson plans.

9	Do you provide access to appropriate technology for those with disabilities?	1.9.23 8.7.24			Laptops/iPads are used for all pupils in the senior and junior school. Any specialist equipment is secured where necessary and is dependent on need.
10	Are school visits, including oversees visits, made accessible to all children and young people irrespective of attainment or disability?	1.9.23 8.7.24			All pupils are encouraged to attend any trip or visit they choose. Additional measures are put in place to ensure that this is viable and risk assessed.
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?	1.9.23 8.7.24			All staff and employees are made aware of the technologies that will be used to assist those with a disability via pupil profiles, and training is provided where necessary.All teaching staff have been issued with iPads. A comprehensive training package has been purchased to ensure that staff are able to use them affectively to improve the outcomes for pupils. Large TV screens are placed in all teaching rooms to allow connectivity to the iPads. All enhanced learning staff have iPads, they are used to connect with Google classroom and to the pupils work. This means that pupils can be supported from a distance with feedback being added to their live Google document. (July 24)

3. Information Access

Item	Issue	Green	Amber	Red	Comment
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed format?	1.9.23 8.7.24			We have a variety of resources including coloured overlays and coloured paper or exercise books to reduce visual stress for identified pupils. Teachers work with LSAs to differentiate resources to include symbols, visual aids and simplified language where necessary.
2	Do you have the facilities such as ICT to produce written information in different formats?	1.9.23 8.7.24			Yes, pupils in the senior school use laptops/ iPads within their lessons and nearly every classroom has an interactive television to present information in a multi-sensory way. School has just purchased eplatform an audiobook library to making reading more accessible for all pupils.

| 3 | Do you ensure that information is available to staff, pupils and parents/carers in a way that is user friendly for all people with disabilities? | 1.9.23 8.7.24 | | | In order to ensure that this information is communicated in the correct way for those with disability, we hold regular parent/carer and pupil evenings to disseminate information face to face and to ensure that everyone has the opportunity to query anything they are unsure of. Weekly SEND briefing are held to share information about pupils. The SEND register and iSAMS are updated regularly with new or amended information about pupil needs. |