



Accessibility Plan (Whole School including EYFS)

Independent Day School

Our Lady of Sion School

Recent Review Date January 2024

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

<https://www.gov.uk/guidance/equality-act-2010-guidance>

https://assets.publishing.service.gov.uk/media/5a7e3237ed915d74e33f0ac9/Equality_Act_Advice_Final.pdf

The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to pupils with disabilities.

Our Lady of Sion School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. This is of course the law and an essential part of our ethos and values.

This Accessibility Plan has been drawn up in consultation with the Senior Leadership Team and is ratified by the Governors of the School. The plan will be kept under review during a three-year period and will be revised as necessary. Where guidance changes, the policy will be reviewed in response to this and therefore the review period may be shortened.

We are committed to providing an environment which values and includes all pupils, staff, parents, and visitors regardless of their educational, physical, sensory, social, spiritual, emotional, and cultural needs. We are further committed to challenging attitude about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.

The plan and other relevant policies can be made available in large print or another accessible format if required.

This plan will be made available online on the school website, and paper copies are available upon request.

Our Lady of Sion School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including disability issues.

The school supports any available partnerships to develop and implement the plan and will work with its wide network of appropriate agencies to ensure that we are providing an environment and education which values and includes all members of this community.

If there were any concerns relating to accessibility in school, our complaints policy sets out the process for raising these concerns:

<https://www.sionschool.org.uk/wp-content/uploads/2022/12/Complaints-Procedure-June-2023.pdf>

2. Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DFE) guidance for schools on the Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/section/10>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a “substantial” and “long-term” adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, “long-term” is defined as “a year or more” and “substantial” is defined as “more than minor or trivial”. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Schools are required to make “reasonable adjustments” for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. The Action Plan for Our Lady of Sion

The action plan shown below (in the table) sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	Objectives	Priority 1,2,3	Required Actions	Person Responsible	Date to complete actions	Success Criteria	Monitoring and Evaluation
Increase access to the curriculum for pupils with a disability	Differentiated curricula for all pupils with adaptive teaching at the centre of our practice.	1	<p>HOF meetings to include this as part of their meeting agenda and include in update to Deputy Headteacher in the TAP reviews.</p> <p>TAP meetings in the Junior School with Key Stage Coordinators to focus on access to the curriculum for pupils with a disability – reviewed at each meeting with the Deputy Headteacher.</p> <p>SENCO to regularly remind HOFs to ensure that their curriculum designs are reflecting a differentiated curriculum for all pupils including those with a disability.</p> <p>Adaptive teaching is responding to individual needs in the classroom.</p> <p>Actual differentiated provision is evidenced in schemes of work so that all subject managers are increasing access to the curriculum for pupils with a disability.</p>	<p>All classroom teachers are responsible.</p> <p>SENCO manages information and ensures that all teachers are briefed around disability and how to support this.</p> <p>Deputy Headteacher monitors HOF (Head of Faculty) engagement with and knowledge of individual needs of students with disabilities.</p> <p>Deputy Headteacher reviews Schemes of Work regularly to ensure that these are meeting the requirement to increase access to the curriculum for pupils with a disability.</p> <p>HOFs update the Deputy Headteacher (and the Headteacher who receives records of meetings) around their proactive focus and delivery of adaptive and differentiated teaching.</p>	<p>Adaptive teaching has been a long-standing focus for the school and emerged from previous focus around differentiation.</p> <p>Embedding of focused review at HOF/TAP meetings around provision for pupils with a disability will be in place in first part of academic year 2023/2024 and should be evidenced in schemes of work and TAP review minutes by Spring Term 2024.</p>	<p>Removal of barriers to learning and participation.</p> <p>Higher achievement by all students.</p> <p>Fewer disaffected and under-achieving students.</p> <p>Students achieve their target grades or exceed those.</p> <p>Teachers are trained to teach and support current students with disabilities.</p> <p>Schemes of work evidence adaptive and differentiated lessons/resources clearly demonstrating access to the curriculum for pupils with a disability.</p> <p>Records of TAP/SENCO meetings with Deputy Headteacher evidence the whole-school focus and mindset around ensuring that all young people can successfully access the curriculum and achieve potential because of this.</p>	<p>Deputy Headteacher</p> <p>Headteacher</p> <p>SENCO</p> <p>HOFs</p> <p>Key Stage Coordinators and Subject Leaders in the Junior School</p> <p>The students and their parents</p>

			<p>Teachers are trained to teach and support current students with disabilities.</p>	<p>This update is formally recorded through the TAP review meetings.</p> <p>SENCO works with the Deputy Headteacher and all academic staff in monitoring, reviewing, and responding (with necessary actions) the provision being provided. Is it successful? Is it fit for purpose? What is the voice of the child?</p> <p>Deputy Headteacher arranges CPD/INSET which supports the focus around Differentiated curricula for all pupils with adaptive teaching at the centre of our practice.</p>			
	Use resources tailored to the needs of pupils who require support to access the curriculum.	1	<p>ILP and SENCO reviews and hearing the voice of the child and parents will inform resource provision.</p> <p>CPD which supports teachers, LSAs and SENCO to ensure that lessons are well-resourced and meet the needs of any child who is disabled.</p>	<p>SENCO to advise.</p> <p>Deputy Headteacher to arrange for any training (CPD/INSET) which supports the development of resources for children with disability.</p> <p>All teachers and LSAs are reflective practitioners</p>	Resources should be in place already for those students who have disability. Ongoing development of these as ILP and other supportive documents are updated.	Removal of barriers to learning and participation – students with disabilities achieve success and enjoy expected progress.	<p>Deputy Headteacher</p> <p>Headteacher</p> <p>SENCO/LSAs</p> <p>HOFS</p> <p>Key Stage Coordinators and Subject Leaders in the Junior School</p>

			Link with wider network, associations and charities who are associated with disabilities which reflect the needs of our own students and seek advice as and when required around the resourcing of learning activities in the classroom and at home. The internet provides a wealth of links to resources.	and continue to develop resources which enable full access to learning and the curriculum. It is essential that wherever possible, the voice of the child is heard so that outcome is purposeful and uplifting for the child.			The students and their parents
	Curriculum progress is tracked for all pupils, including those with a disability.	1	<p>All students are tracked academically and pastorally.</p> <p>Half-termly review of all students regarding their academic progress through the TAP programme. However, student support is discussed daily across numerous people (tutor, SENCO, LSA, SLT, etc).</p> <p>Half-termly review of all students regarding their pastoral needs through the KAN programme. However, student support is discussed daily across numerous people (tutor, SENCO, LSA, SLT, etc).</p> <p>Half-termly review reveal success and where there is a need for support and intervention. Intervention is designed in tandem with the child, the teachers and SENCO/LSA team.</p>	<p>Deputy Headteacher</p> <p>Headteacher</p> <p>Data Manager</p> <p>SENCO</p> <p>Key Stage Coordinators</p> <p>Heads of Faculty</p> <p>Tutors</p>	<p>This is established as part of Our lady of Sion's tracking progress systems. SENCO review is ongoing and responses to data are ongoing. Response with intervention is embedded practice here.</p>	<p>Students achieve expected progress or exceed this.</p> <p>Regular discussion around the child regarding access to learning and the curriculum and how support and resourcing is positively affecting outcome. Where the positive outcome is not evident, purposeful adaption takes place to facilitate success.</p>	<p>Deputy Headteacher</p> <p>Data Manager</p> <p>Headteacher</p> <p>SENCO/LSAs</p> <p>HOFS</p> <p>Key Stage Coordinators and Subject Leaders in the Junior School</p> <p>The students and their parents</p>

	<p>Targets are set effectively and are appropriate for pupils with additional needs. The individual child and their needs are carefully always considered.</p>	<p>1</p>	<p>Data Manager and Deputy Headteacher along with HOFs and Key Stage Coordinators review targets that are set and consider the child at all times when agreeing those.</p> <p>The child and parents are encouraged to be part of the process of target-setting. Targets are reviewed regularly with the child as part of ongoing support to ensure that the curriculum and learning are always made accessible, and nothing hinders expected progress and academic outcomes.</p>	<p>Deputy Headteacher Headteacher Data Manager SENCO Key Stage Coordinators Heads of Faculty Tutors</p>	<p>Academic Targets are set at the start of the academic year and reviewed regularly and usually after the half-term assessment data is inputted and analysed.</p>	<p>Students know that teachers have high expectations of them.</p> <p>Students recognise that high achievement is the expectation.</p> <p>Students feel valued and recognise that teachers believe that they can and will achieve excellent outcomes.</p> <p>Students feel empowered as they are part of the process of target-setting and the review of progress includes them also.</p>	<p>Deputy Headteacher SENCO/LSA team HOFs Key Stage Coordinators Student and parents</p>
	<p>Increase LSA provision across whole school.</p>	<p>1</p>	<p>Recruit more LSA personnel to support students with disability.</p>	<p>Headteacher SENCO Deputy Headteacher HR team Bursar</p>	<p>This has been achieved in Autumn Term 2023 – new team of LSAs to commence employment January 2024.</p>	<p>Greater level of support for young people with disability.</p> <p>Increased opportunity for review and ongoing improvement to support required.</p> <p>Positive relationships are built between the student and the LSA to empower and develop confidence.</p> <p>Opportunity to home into learning needs which in turn lead to bespoke support and</p>	<p>SENCO review of LSA provision and success of support</p> <p>Deputy Head review with SENCO</p> <p>Headteacher oversight</p>

						improve academic outcomes and confidence around fully accessing all learning opportunities and reaching targets. Additional support for disabled students	
Homework is tailored to the individual needs of children.	1	<p>Ensure that homework offers opportunity rather than barrier.</p> <p>Homework programme is tailored to individual student – it is a bespoke programme which supports academic progress, independent learning/research and supports the child in preparing for the subsequent lessons.</p> <p>Homework is carefully resourced so that it is accessible to the student – this may be how it is displayed, how it is executed and how it is submitted. The individual student’s needs must be considered when homework is set so that there is always the opportunity to success and never any barriers which set up the child to fail due to poor resourcing or thought around the activity being set.</p>	<p>Deputy Headteacher SENCO Headteacher SENCO HOF All teachers</p>	<p>We have already reviewed our homework systems and surveyed students/parents and teachers.</p> <p>We are mindful of tailoring the homework to student need and circumstance.</p> <p>Review of this will be ongoing as we continue to review student progress and academic and pastoral wellbeing in school.</p>	<p>Greater engagement with homework/independent learning</p> <p>Higher energy associated with independent learning because students can fully access the task and recognise its value.</p> <p>No barriers to independent learning beyond the classroom.</p> <p>Removal of barriers to learning and participation</p> <p>Higher achievement by all students</p>	<p>Deputy Headteacher SENCO HOFS</p>	

	Curriculum made accessible through reduction where required to enable a student to access as much as possible and achieve success	1	<p>Ensure that the curriculum demands are manageable for the student with disability. Reduce the curriculum or endeavour to tailor it to enable the student to achieve access and remain confident, inspired, and energised through the learning experience.</p> <p>SENCO/Deputy Headteacher working closely with the student and parents to ensure that the programme of study is fully accessible and manageable so that the student positively responds to the school experience and enjoys success through the tailored timetable and associated support around resourcing and general accessibility.</p>	Deputy Headteacher SENCO Data Manager Headteacher SENCO HOF All teachers	Ongoing from admissions and regularly reviewed. We do review timetables regularly for children with needs/disability. We are keen for all our young people to experience a broad and inspiring curriculum and readily work with the young person and parents to design a timetable that achieves this, even when the number of subjects or lessons is reduced.	<p>Students with disability manage the curriculum successfully and achieve academic success along with huge sense of pride at achievement.</p> <p>Students with disability recognise that the school values the partnership between student, parent, and teaching staff as we make appropriate and reasonable adjustments to ensure success and confident engagement with the learning journey.</p>	Deputy Headteacher Headteacher SENCO Parents Students
	Hold a robust equalities policy for exams	1	This is in place – reviewed annually	Deputy Headteacher SENCO Exams Officer Headteacher – Head of Centre	Complete	<p>This document details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 010, by outlining staff roles and responsibilities in relation to:</p> <p>Identifying the need for appropriate arrangements, reasonable adjustments</p>	Deputy Headteacher Headteacher – Head of Centre Exams Officer

						and/or adaptations – access arrangements Requesting access arrangements Implementing access arrangements and the conduct of exams Good practice in relation to the Equality Act 2010	
Hold an Access Arrangements Policy for Exams	1	This is in place - reviewed annually	Deputy Headteacher SENCO Exams Officer Headteacher – Head of Centre	Complete	Access arrangements are agreed before an assessment. They allow students with disability to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind the access arrangement is to meet the needs of the child without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make “reasonable adjustments”.	Deputy Headteacher Headteacher – Head of Centre Exams Officer	
SENCO review of need through ILP and regular review of SEND requirements for support including	1	Establish a detailed and ordered SEND list which clearly identifies those young people with disabilities.	Deputy Headteacher SENCO Data Manager Headteacher SENCO	Ongoing but half-termly progress data will create a rhythm of review and reaction.	Students achieve expected progress or exceed this. Regular discussion around the child regarding access to	SENCO Deputy Headteacher HOF Headteacher	

	student and parent voice		<p>Ensure that there is a programme of regular review around academic progress data of those students with disability.</p> <p>SENCO observation of teaching and learning – including independent learning resourcing for children with disability ILP/progress updates reflect student voice and the voice of the parent and display clear requirements of support – resourcing, methodology, specific support etc.</p> <p>ILP review and general review of student accessibility across the curricula is used to keep teaching staff and tutors (and parents) updated around progress and any requirement for intervention/adjustment.</p>	<p>HOF All teachers Parents Student</p>		<p>learning and the curriculum and how support and resourcing is positively affecting outcome. Where the positive outcome is not evident, purposeful adaption takes place to facilitate success.</p>	
	To follow and fulfil any EHCP provisions and stipulations and liaise with any external agencies as required	1	<p>Ensure that there is a programme of regular review around EHCP statements and expected outcomes considering the requirements therein.</p> <p>SENCO observation of teaching and learning – including independent learning resourcing for children with EHCP reports</p>	<p>SENCO Local Authority Appropriate agencies which support the EHCP requirements Deputy Headteacher Headteacher</p>	Ongoing	<p>EHCP requirements are met.</p> <p>Student with disability is supported through the meeting of the EHCP requirements and progress is achieved.</p> <p>Regular discussion around the child regarding access to learning and the curriculum</p>	<p>SENCO Local Authority/Authority holding the EHCP. Deputy Headteacher Headteacher</p>

			<p>ILP/progress updates reflect student voice and the voice of the parent and display clear requirements of support – resourcing, methodology, specific support etc. All actions taken are in response to the requirements as stated within the EHCP report.</p> <p>EHCP and ILP review and general review of student accessibility across the curricula is used to keep teaching staff and tutors (and parents) updated around progress and any requirement for intervention/adjustment.</p> <p>Close liaison with Case Manager (LA) and detailed review is provided to local authority when required. All voices of those working around the child -including the voice of the child - should be captured within the review.</p>	Associated person from the Local Authority/authority holding the EHCP		and how support and resourcing is positively affecting outcome. Where the positive outcome is not evident, purposeful adaption takes place to facilitate success.	Parent/Student engagement is vital to the review.
	To ensure that children with special needs do not stand out as different from other pupils.	1	<p>Develop aspects of the PSHEE curriculum to achieve this objective.</p> <p>Explore wide aspects of diversity as part of personal development programme across whole school and</p>	<p>Deputy Headteacher</p> <p>SENCO</p> <p>Headteacher</p> <p>All staff</p> <p>PSHEE coordinators</p> <p>Pastoral Senior Leader</p>	Ongoing	<p>Children with disability will always feel at home and a vital part of the school community.</p> <p>Every member of the school community knows that they can “come as they are” and</p>	<p>Headteacher</p> <p>Deputy headteacher</p> <p>All staff</p> <p>PSHEE coordinator</p> <p>DSL/Pastoral senior leader</p>

			<p>through our assembly and staff CPD programmes.</p> <p>Establish that this objective is part of our motto (and ethos and values) regarding the consideration of all and kindness to everyone.</p> <p>Achieve all the above so that learning and school life is wholly accessible to all, thus reducing this perception.</p> <p>Embrace all aspects of the Equality Act 2010 and ensure that the school curriculum fully embraces the important values held within this the Act including aspects such as protected characteristics and provisions relating to disability.</p>			<p>will be treated fairly, kindly and with shown respect.</p> <p>There is an understanding of disability and how to support those with disability.</p> <p>Children with disability are not made to feel different and at the same time feel empowered to talk about their disability if they so desire.</p> <p>Children with disability access the same level of learning and ECA engagement as any other member of the community but may require reasonable adjustments and other types of support to achieve this.</p>	
	<p>Classrooms are optimally organised for disabled students. Classroom layout - arranging classrooms to allow for easy manoeuvrability for children using mobility aids.</p>	1	<p>Ensure that classrooms are not cluttered and do not hinder accessibility for children with disability.</p> <p>Staff are mindful of those children with sensory challenges and classrooms are maintained in such a way that all children feel comfortable when in them.</p>	<p>SENCO Class teachers Subject Teachers Deputy Headteacher Headteacher Bursar OH advisor</p>	<p>Ongoing review and certainly required on admissions or any change to a child's ability</p>	<p>Children's needs are met.</p> <p>Children feel comfortable in school.</p> <p>Children with disability can access the curriculum and the classroom successfully.</p> <p>Children can enjoy success without hinderance.</p>	<p>SENCO Class teachers Subject Teachers Deputy Headteacher Headteacher Bursar OH advisor. Parents Child</p>

			<p>Individual needs are met when considering how to make the classroom fully accessible and comfortable for a child with disability. Reasonable adjustments are made where required.</p> <p>Children with disability are given the opportunity to talk openly about their reaction to the classroom environment.</p> <p>Children with disability are given the opportunity to talk openly about the changes to the physical classroom that are required so that adjustments can be made to support these.</p>			Children know without a doubt, that their voice matters, and the school will listen and adjust meet the needs of a child with disability.	
	Explore and incorporate Assistive Technology where possible and where appropriate.	1	<p>Touch-screen computers, joysticks, and tracker balls</p> <p>Easy-to-use keyboards</p> <p>Interactive whiteboards</p> <p>Text-to-speech software</p> <p>Braille-translation software</p> <p>Software that connects words with pictures or symbols</p>	<p>SENCO</p> <p>Class teachers</p> <p>Subject Teachers</p> <p>Deputy Headteacher</p> <p>Headteacher</p> <p>Bursar</p> <p>OH advisor</p>	Ongoing and funding dependent in some cases	<p>Children's needs are met.</p> <p>Children feel comfortable in school.</p> <p>Children with disability can access the curriculum and the classroom successfully.</p> <p>Children can enjoy success without hinderance.</p> <p>Children know without a doubt that their voice matters and the school will listen and adjust to meet</p>	<p>SENCO</p> <p>Class teachers</p> <p>Subject Teachers</p> <p>Deputy Headteacher</p> <p>Headteacher</p> <p>Bursar</p> <p>OH advisor</p> <p>Parents</p> <p>Child</p>

						the needs of a child with disability	
	All school visits and trips need to be accessible to all pupils	1	<p>Risk assessments to ensure that all children including children with physical disabilities can access trips.</p> <p>Ensure venues and means of transport are vetted for suitability.</p> <p>Ensure staff are fully briefed with regards to children with SEND</p>	<p>Headteacher SENCO Bursar (H and S) Parent advice</p>	Ongoing	All pupils can access all school trips and take part in a range of activities	<p>Headteacher SENCO Bursar (H and S)</p>
	Review PE curriculum to ensure PE is accessible to all pupils	1	Review PE curriculum to include disability sports	<p>PE Department and HOF for PE SENCO</p>	Annually	Disabled children feel able to participate equally in out of school activities.	<p>PE Department and HOF for PE SENCO</p>
	Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	1	<p>Ensure whole school events can be adapted to include all children.</p> <p>Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school.</p> <p>Ensure there is a way of getting children with mobility issues/ wheelchairs to where sports clubs usually take place.</p>	<p>PE Department and HOF for PE SENCO All Staff</p>	As required	Disabled children feel able to participate equally in out of school activities.	<p>PE Department and HOF for PE SENCO All Staff</p>

AIM	Objectives	Priority 1,2,3	Required Actions	Person Responsible	Date to complete actions	Success Criteria	Monitoring and Evaluation
Improve the delivery of information to pupils with a disability	To ensure that all parents and other members of the school community can access information.	1 when required	Written information will be provided in alternative formats as necessary	Bursar Headteacher	Ongoing and as required/requested	All parents and other members of the school community can access information.	Headteacher Bursar
	To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings	1 when required	Staff to hold parents' evenings by phone or send home written information	Bursar Headteacher	Ongoing and as required/requested	All parents can access parents' evenings	Headteacher Bursar
	Internal Signage is accessible.	1 when required	Internal Signage is produced and adjusted according to the needs and disabilities of our students	Bursar Headteacher	Ongoing and as required/requested	Internal Signage is accessible.	Headteacher Bursar
	Large Print resources are made available if these are required to support a disability which requires this.	1 when required	Ensure that the school community knows that large print resources are available. This could be added to the information to parents at the start of the academic year – and stated clearly on the website. Our policies state this implicitly.	Bursar Headteacher	Spring Term 2024	Large Print resources are made available	Headteacher Bursar
	Braille resources will be made available for young people who have visual disability	1 when required	Create/source these resources as required.	Bursar Headteacher	Ongoing and as required/requested	Braille resources will be made available	Headteacher Bursar
	Pictorial or symbolic representations will be used on signs where required to meet the needs of the disabled young people	1 when required	Create/source these resources as required.	Bursar Headteacher	Ongoing and as required/requested	Signs updated as required and young people can understand and access meaning	Headteacher Bursar

	Induction Loops where required	1 when required	Incorporate/explore introduction if required.	Bursar Headteacher	Ongoing and as required/requested	Children with hearing impairment can be supported	Headteacher Bursar
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The school's layout and facilities

The school is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the school. The school occupies two separate sites, both of which are in Worthing town centre. The Junior School site is placed within a conservation area and consists of a large Victorian property set out over three floors as well as a much newer single story Early Years building (2008). The Senior School layout is equally diverse, being made up of the main Chapel Buildings, Chapel and Library and IT suites and Drama Studio buildings all dating back to around 1862. The main Hall and Gym were constructed in the 1950s and the main Teaching/Admin Block being the most recent addition in 1962. The Senior School is recorded as being Grade II listed.

The Junior School has around eight general classrooms spread out over the ground, first and second floors. In addition, there is a ground floor music room, changing rooms, toilets, and main hall. Each floor has toilet and washing facilities. The Art room and ICT room are on the top floor and the library is on the middle floor. There is a wheelchair lift that facilitates disabled access to the main building ground floor. The Early Years building is entirely on the ground floor only and has its own separate toilet and shower facility, office, and kitchen area.

The Senior School has a greater number of classrooms distributed evenly over three floors. The music rooms are located on the ground floor along with a lower ICT suite. During the summer of 2013, the Drama studio was relocated to another part of the site and is now positioned on the ground floor. The main Hall and Gym along with two exam rooms are all located on the ground floor. There are several toilets located in most buildings and most floors. In 2010 a purpose-built disabled toilet was created immediately adjacent to the main hall. The main entrance to the school now benefits from a permanent ramped approach as well as a stepped area. In addition, the main doors are electronically operated.

All new buildings are now specifically designed to address the issues of accessibility. In 2008 a new, single storey, Early Years building was constructed on the Junior School site. The new all-weather surface at the Senior School has provided a safe flat surface which will enable more pupils to partake in sporting / games activities. The previous surface was very uneven and slippery for large proportions of the academic year. A purpose-built disabled toilet was created in 2010 and the most recent works have included relocating the Drama room to a ground floor area incorporating a ramped approach.

In 2015, the Dutch Garden area was updated with wheelchair access from the Drama studio block.

In 2017, two science labs were refurbished with improved access for pupils with mobility problems. We also fitted the Junior School with new all-weather surface to provide similar facilities to those detailed above at the Senior School. The school has significantly improved its use of online learning tools to support pupils with specific needs. This has been accomplished using our learning platform and other online learning tools.

We plan, over time, to increase the accessibility of provision for all pupils, staff, and visitors to the school in the following areas:

- increase the extent to which disabled pupils can participate in the school curriculum - see earlier part of this accessibility plan
- improve the physical environment of the school to increase access to education by disabled pupils It is acknowledged that there will be a need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

AIM	Objectives	Priority 1,2,3	Required Actions	Person Responsible	Date to complete actions	Success Criteria	Monitoring and Evaluation
Improve and maintain access to the physical environment	Ramps are in place in Senior School to facilitate wheelchair access into the Main Hall.	1	Mobile ramp required to make other ground floor areas accessible – this has been especially useful in the Junior School	Bursar Headteacher overseeing	Complete	Access improved	Headteacher Bursar
	Disabled toilet in place	1	This has already been achieved in the Senior School	Bursar Headteacher overseeing	Complete	Access improved	Headteacher Bursar
	Access to toilet in Junior School could be provided if required through provision of a small mobile ramp to eliminate single step to the toilets	1 if there were to be required.	Use of mobile ramp where required.	Bursar Headteacher overseeing	To be completed as required	Access to toilet in Junior School made possible	Headteacher Bursar
	Reasonable adjustments where practicable and in response to pupil need: This may include – furniture.	1 if there were to be required.	Complete all or some of these reasonable adjustments as and when required	Bursar Headteacher overseeing	To be completed as required	Reasonable adjustments where practicable are made in response to pupil need	Headteacher Bursar

	Physical aids Hearing Loop Additional handrails Adjustable seating and desks						
	Improvements in lighting in all classrooms (LED)	1	This work has been carried out.	Bursar Headteacher overseeing	Complete	Improvements in lighting in all classrooms (LED)	Headteacher Bursar
	Install handrails in key areas around the school (more than 2 steps)	1 if there were to be required.	Complete all or some of these reasonable adjustments as and when required	Bursar Headteacher overseeing	To be completed as required	Reasonable adjustments where practicable are made in response to pupil need	Headteacher Bursar
	Yellow markings (paint) on all steps	1	Currently white and we will make changes to this when required.	Bursar Headteacher overseeing	To be completed as required	Reasonable adjustments where practicable are made in response to pupil need	Headteacher Bursar
	Disabled parking provided and possibly added to road if increased need	1	This work has been carried out in part	Bursar Headteacher overseeing	To be completed as required	Reasonable adjustments where practicable are made in response to pupil need	Headteacher Bursar
	Improved external lighting on the site	1	This work has been carried out.	Bursar Headteacher overseeing	Complete	Improved external lighting on the site	Headteacher Bursar

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings. (DfE Guidance 'Accessible Schools').

4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality, Diversity and Inclusion policy
- SEND policy
- Supporting pupils with medical conditions policy
- Access Arrangements Policy
- Equality Policy for Exams
- Safeguarding Policy

Physical access audit and plan

Item	Issue	Yes	No	N/A	Action
1	Is furniture and equipment selected, adjusted and located appropriately?	X			Current furniture appropriate for setting – EY, JS, SS May require additional purchases depending on accessibility requirements.
2	Are pathways and routes logical and well signed?		X		Both sites have multiple buildings and accessibility may be an issue depending on disability
3	Do you have emergency and evacuation procedures to alert all students?	X			
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	X			Meets needs of current students
5	Do furniture layouts allow easy movement for students with disabilities?	X			Not currently required
6	Are quiet rooms/calming rooms available to children who need this facility?	X			Not currently required
7	Are car parking spaces reserved for disabled people near the main entrance?	X			Yes, in both locations
8	Are there any barriers to easy movement around the site and to the main entrance?	X			School is on two sites, with several buildings. Stairs present in both locations.
9	Are steps needed for access to the main entrance?	X			Steps at JS, ramp available at SS
10	Do all steps have contrasting edging?	X			
11	If there are steps, is a ramp provided to access the main entrance?			X	Yes at SS, not available at JS
12	Is there a continuous handrail on each ramp and stair flight and landing?	X			
13	Is it possible for a wheelchair user to get through the principal door unaided?	X	X		Yes at SS, Not accessible at JS
14	If no, is an alternative wheelchair accessible entrance provided?			X	Not at JS
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	X	X		Yes at SS, Not accessible at JS

Item	Issue	Yes	No	N/A	Action
16	Do all internal doors allow a wheelchair user to get through unaided?	X			
17	Do all the corridors have a clear, unobstructed width of 1.2m?	X			
18	Does each corridor/block/building have a wheelchair accessible toilet?		X		No, due to physical building size and toilet locations. JS has steps down to toilets; SS has ground floor toilet (through hall).
19	Does the relevant block have accessible changing rooms?	X			No longer used after COVID
20	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?	X			
21	Does the building have a lift that can be used by wheelchair user to allow access to different levels?		X		No lifts in either school
22	Is there a continuous handrail on each internal stair flight?	X			
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.		X		None
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?		X		No – due to size, shape and age of building
25	Are non-visual guides used to assist people to use the buildings?		X		Not currently required
26	Could any of the décor be confusing or disorientating for students with disabilities?	X			Yes, the SS building consists of 3 buildings which are initially confusing to students
27	Do emergency alarm systems cater for those with hearing impairment? (eg, flashing light)		X		Any hearing-impaired children and adults are accompanied and would be visually notified
28	Is a hearing induction loop available (either fixed or portable) in the school?		X		Would require specific risk assessment

Learning access and audit					
Item	Issue	Yes	No	N/A	Action
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	X			Training is reviewed annually. Staff are informed and supported to manage individual needs.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	X			Training is reviewed annually. Staff are informed and supported to manage individual needs.
3	Do all staff seek to remove all barriers to learning and participation?	X			Yes, where possible. Old building is not designed to support limited physical accessibility needs but we will work to support where practicable.
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	X			Yes. We have children with identified needs that require adapted teaching. These needs are met in class and through small support groups and 1:1.
5	Are all children and young people encouraged to take part in music, drama and physical activities?	X			Yes
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?	X			Not currently an issue.
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?	X			Yes, teaching meets the needs of all students.

8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	X			Yes, additional equipment is provided including dyslexia aids, laptops, scribes, etc.
9	Do you provide access to appropriate technology for those with disabilities?	X			Specific assessments to be carried out based on individual needs.

Information access and audit plan

Item	Issue	Yes	No	N/A	Action
1	Do you have arrangements to provide information in simple language, symbols, large Print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?		X		Specific assessments are based on individual need
2	Do you have the facilities such as ICT to produce written information in different formats?	X			
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	X			

Approved by Board of Governors January 2024