



Accessibility Plan 2022-2025

17b Accessibility Plan 2022-2025

Updated: Michaelmas 2023

Updated by: ALC (DHA) and RJF (DFS)

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

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1 Key Staff

| Staff Name | Responsibility |
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| Ashley Currie | Deputy Head Academic |
| Richard Fletcher | Director of Facilities and Services |
| Nat Pitts | Assistant Deputy Head |
| Various | Academic Heads of Department |
| Anna Parish | Head of PSHE, Deputy Head Inclusion and Wellbeing. |
| Pippa Parker | Head of Personalised Learning |
| Lauren Sirr | EAL Coordinator |
| Jon Hill | Exams Officer |
| Tom Howell | Director of Studies |
| James Wilton | Director of Digital Learning |

2 Accessibility Plan

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

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

The plan is outlined in the table below, is reviewed annually and is subject to approval from the Academic Committee of the Governing Body. The School will commission an Accessibility Audit in the 2022/23 academic year.

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

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| | existing PL and Wellbeing staff. | | | |
| School to develop safe spaces around the school, to support the increased mental health of our students to access their education. This will tie-in with the existing PL Department and Wellbeing Centre to support our SEND pupils. | Plan to develop layout and design school site (cross over with EA Schedule 10, 3.(2)(b). Look at timetable and schedule for the school day to better plan time for SEND pupils with specific needs to access this facility with support from trained staff. | DHA, DFS, Head of PL. | Physical change in the school site. Pupil usage of such spaces. | Medium to long-term, July 2024 and 2025. |
| Standard to be met: EA Schedule 10, 3.(2)(b): improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School. | | | | |
| Material changes to the estate. | Include appropriate disabled facilities in new builds. | DFS | Elements of these targets have been incorporated into the ongoing Master Planning exercise which is nearing completion of the planning phase. Priorities include the inclusion of disabled toilet access and ramps throughout the school site. | Ongoing, short-term. |
| | Decorating – improve environment for the partially sighted e.g. enhance contrast between doors and surrounds. | DFS | | Ongoing, short-term. |
| | Add appropriate ramping (and possibly lifts) and doors/door furniture as part of refurbishment projects (classroom blocks and boarding houses). | DFS | | Ongoing, short-term. |
| | Improve access for disabled parents to boarding houses and elsewhere. | DFS | | Ongoing, short-term. |

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| | <p>Main Teaching Block:</p> <ul style="list-style-type: none"> include disabled toilet facilities in the refurbishment, decorate appropriate to the needs of the partially-sighted. | DFS | | Medium-term, July 2023. |
| | <p>3G astro and changing facilities on Hall Close to include disabled toilet facilities and changing. Associated new parking to include disabled parking and ramped access to all facilities.</p> | DFS | | Medium/long-term, July 2023/2024. |
| | <p>Pears School: design work to include lift, disabled toilet facilities and hearing loop</p> | DFS | | Stairlift installed in 2018. The rest is long-term, July 2026. |
| | <p>Repurposing / refurbishment of the Cloisters Classrooms and toilet facilities to provide disabled access and toilet facilities throughout. Decorate appropriately to consider the needs of the partially sighted.</p> | DFS | | Medium term – 2024/25. |
| | <p>Demolition and rebuild of the Grubber, providing disabled access to all facilities, lift as necessary and disabled toilet facilities, combined</p> | DFS | | Medium / long term – 2025/26. |

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| | with appropriate decoration and hearing loops. | | | |
| Standard to be met: EA Schedule 10, 3.(2)(c): improve the delivery to SEND pupils of information which is readily accessible to pupils who are not disabled. | | | | |
| Ensure that teachers are aware of, and encourage the use of, assistive ICT to share information appropriately. Continue to support teachers in making reasonable adjustments where appropriate to do so. BYOD policy continues to ensure that SEND pupils have access to digital recordings, enlarged text and other tools that will help them readily access all relevant information. | Regular staff training on the use of ICT to help information access to SEND pupils. DHA, Head of PL and Director of Digital Development to plan the next phase of our BYOD policy that will incorporate a significant SEND element. The Personalised Learning Department will conduct research into the place of assistive technology and software, e.g., Clareoread/Dragon/reading pens as compared with Read/Write. | DHA, Head of PL and Director of Digital Development. | Students using their own devices with assistive technologies to access information. BYOD policy update document. | Ongoing short-term, July 2023. BOYD policy and any associated roll-out by year group will be long-term, September 2023- 2026. |
| Development of Microsoft 365 and Teams as our default ecosystem to allow SEND pupils access to an established and ever-developing suite of access tools for all curriculum information. | Development of the curriculum ecosystem to become a key strand of the academic strategy and associated departmental reviews. This will sit alongside our Digital Literacy project for the term. | DHA, Director of Digital Development, HoDs. | Departmental SoW, the Teams environment itself including class Teams. | Ongoing and short-term, July 2023. |

