

Introductory statement

This Accessibility Plan has been drawn up in consultation with the management and staff of the school and covers the period from April 2022-April 2025. The plan will be kept under review during this period and will be revised as necessary.

This Accessibility Plan was introduced on 9th December 2021.

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 attitudes 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.

Background

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 a 5-storey building in Worship Street. It has stepped access up to the ground level and further steps to the basement and to all other floors. The classrooms are large and spacious. We have investigated the possibility of having a ramp installed to enable disabled access, but the step height would mean that the ramp would have to be seven metres long for it to be safe which would be impractical. We are investigating alternative options.

Each floor is accessed by two different staircases and there is a fire escape at the back of the building that is accessed from the classrooms at the rear. There is a lift to all but the top floor, but it has been decommissioned and is not safe to use at present. We would hope to have the lift in operation in 2023, finances allowing. The Head of Finance is looking into the cost of having the lift mended.

There are toilets on each floor that are easily accessible from the classrooms. 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
- improve the physical environment of the school to increase access to education by disabled pupils, for example installing a ramp to enable access to the ground floor.
- improve the delivery of information to pupils, staff, parents, and visitors with disabilities.
- Improve curriculum deliver for pupils with SEND.

Attached is an action plan relating to the above. This will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Accessibility Plan can be read with the following policies, strategies, and documents:

- School Prospectus
- Equal Opportunities Policies
- Health and Safety Policy
- SEND Policy

The plan will be monitored by the Head of Finance and Operations and the Headmaster and shared with the governors at annual review meetings.

Welcoming and preparing for disabled pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the school and to satisfy the current admissions criteria, the school is committed to providing those reasonable adjustments.

To meet the needs of disabled pupils, the school requires full information. The school will ask all applicants for admission to the school to disclose whether they have received any learning support, have had an educational psychologist's report, or have any disability or other condition of which the school should be aware.

In assessing the pupil or prospective pupil, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality

Increasing the extent to which disabled pupils can participate in the school curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable staff to increase their knowledge and understanding of needs of disabled pupils.	Training of staff.	Staff confidence in providing appropriate teaching and support for disabled pupils.	Flexible approach to disabled pupils.	Success of disabled pupils in accessing the curriculum and in examinations.
Short Term	<p>To ensure that the curriculum enables all pupils to make good progress, no matter what their disability is. Adjustments that would help children with disabilities have better access to the curriculum might include:</p> <p>changes to teaching and learning arrangements</p> <p>classroom organisation</p> <p>timetabling</p> <p>support from other pupils</p> <p>curriculum design</p>	Lessons to be planned with SEND provision clearly marked.	Staff awareness to be increased through further staff training.	<p>For those monitoring teaching and learning to ensure that pupils with SEND are catered for Ongoing.</p> <p>Staff Training will be focused on SEND provision at least once per term. New SENDCO to arrange training.</p>	Pupils with SEND to make swift progress.

	To ensure all school curriculum activities beyond the classroom are planned to be accessible to all pupils	EVC to ensure all planned trips and visits are disability friendly All lunchtime and after school clubs accessible to all	Participation in activities by disabled pupils	By September 2023	
Medium term	To increase the access to ICT to enable pupils with disabilities and SEND to take advantage of educational programmes.	To increase the number of computers in school and train staff so they can use apps that will support SEND pupils.	For teachers and pupils to take advantage of the most up to date technology to support all pupils	Within 2 years all pupils to have parent purchase device. Research into best device for the purpose to be carried out. New laptops have increased availability of apps that can support children with extra needs.	Pupils with SEND to be supported by advances in ICT provision.
	To ensure all disabled pupils have Personal Education Plan to clarify how they are to access the curriculum	SENDSCO, in conjunction with relevant staff, compiles personal plan for each disabled pupil	Personal Education Plans	By September 2024	All pupils with difficulty in accessing the curriculum have clear plan in place

Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable disabled pupils and visitors to access the ground floor of the school building.	Obtain consents to modifications. Build at least one ramp and handrail. Overcome practical problem of needing such a long ramp as the step up is so high.	Minimum of one accessible entrance.	2023 if problems can be overcome	Improved access to ground floor.
Short term	Enable disabled pupils and visitors to park within reasonable distance of the school.	Designate at least one parking space for disabled people and signpost it clearly.	Parking for disabled people achieved.	Application will be made to the Council if we have any disabled pupils in the school – timeframe unknown.	Improved access to School site.
Medium term	Provide accessible toilet facilities for disabled pupils and visitors.	Identify appropriate existing facility and improve it.	Minimum of one accessible toilet.	An existing toilet will be modified should we admit a disabled pupil.	Improved facilities for disabled students and visitors.

	Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD in, for instance: dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation Online learning modules if required	Relevant training delivered		Raised staff confidence in strategies for differentiation and increased pupil participation
Long term	Provide access to upper storey classrooms if at all practicable.	Research and cost lift / staircase.	Ability of disabled pupils to access all areas of the school.	In next 3 years if funds available.	Improved access to educational facilities.

Short term	Ensuring availability of written material in alternative formats.	Research sources of alternative formats including costings.	If needed, the school could provide written information on alternative formats.	This could be put in place as soon as we admit a pupil with a special educational need.	Delivery of information to disabled pupils is improved.
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Short term	To ensure pupils with disabilities are able to access the curriculum.	Consultation with family to ensure clear understanding of needs. To provide information in clear language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information	The school could provide all information in the appropriate format for the pupil.	This could be put in place as soon as we admit a pupil with a specific special educational need.	Individual pupil educational needs are met
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Short term	To ensure pupils with disabilities can access the curriculum.	To ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams.		This could be put in place as soon as we admit a pupil with a special educational need.	
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Reviewed by: MS, NW & The Governing Board – June 2023

Next review: August 2024