

Appendix 1 – Three Year Accessibility Plan 2024 to 2027

1. Increasing access to the curriculum

	Improvement/Action	Success Criteria	Lead	Timeframe
1a	Improve the process for developing details in the SEND Register by categories to ILPs and to make these available for relevant staff	Access to all curriculum areas for those with learning needs	DH(A), H LS (SENCO)	January 2025
1c	Improve liaison between Admissions and Learning Support	Needs of prospective parents can be considered during admissions process	Registrar, DH(A) Hd LS	Autumn 2024
1d	Ensure SEND staff are aware of and capable of practising highest quality approaches to pupils	Current methods swiftly adopted	DH (A), Hd LS	Annual review
1e	Introduce specific SEN technology to assist learners with special requirements when need	No enrolled pupil is disadvantaged	Dep Hd, Hd LS	Summer Term for new school year
1f	Develop teachers' knowledge and understanding of the learning support curriculum including specific initiatives	All teaching staff are able to deliver teaching tailored to their pupils	Dep Hd, Hd LS	Annual training programme
1g	Include accessibility issues in PHSE curriculum	Pupils understand the differing needs of others	Dep Head (P)	Include in timetable
1h	Make adjustments to internal and external exam provision to meet identified needs of pupils as exam candidates	Pupils can successfully complete exams	Dep Hd, Exams Officer	Annual review or as required
1j	To ensure provision in lessons differentiated to meet needs of all pupils increasing access to curriculum.	Determine progress by data monitoring and anecdotal evidence	DH(A)	Ongoing

2. Improving access to the physical environment of the School

	Improvement/Action	Success Criteria	Lead	Timeframe
2a	Routine maintenance: Maintain paths and approaches to School buildings to ensure they are even; Provide ramps to entrances as required; Repaint colour contrast on step nosings (protruding edge of steps) as required; and	Reasonable access maintained for wheelchairs users or those with limited mobility	Bursar	Annual review Summer Term

	Ensure natural and artificial lighting is free from excessive glare and shadows.			
2b	Respond to temporary disabilities; provide alternative teaching and boarding areas if necessary and practical; establish ' <i>Personal Emergency Evacuation Plans</i> ' (PEEPs).	Pupils not unduly excluded from School during period of disability	Bursar	As required
2c	Include consideration of disability access in building refurbishments including entrances, walkways and washrooms	Improve access across the School site	Bursar	As required
2d	Improve access to boarding houses within limitations of buildings (disabled access possible in Vs & VI but not in lower years)	Full access to School facilities for those with physical disabilities	Bursar	Three years +

3. Improving access to information

	Improvement/Action	Success Criteria	Lead	Timeframe
3a	Review accessibility of website, prospectus and other external online and printed material with options to provide alternative means to deliver the information	School information available to those with visual impairments	Bursar, DofER	Summer 2024
3b	Review accessibility of internal online and printed materials including Firefly with options to provide alternative means to deliver the information	School information available to pupils with visual impairments	DH (A), Data Manager	Annual
3c	Support positive action initiatives to encourage entry by disabled pupils.	Families of disabled pupils not put off from applying	Bursar, DofM	Summer 2023
3d	Provide clearer directional signage around the School	Clear signage is in place for those not familiar with site	Bursar, DofM	Summer 2021
3e	To ensure all communications between School and home ensure access for all pupils, be it physical or educational access	All communication from School to home must reflect the needs of SEND pupils	DH(A) & DH(P)	January 2025
3f	To ensure typing provision for pupils who require laptops	Improved skills and access to information	DH (A), Data Manager	Complete but ongoing

- 1.1 We have high expectations of all of our pupils, and we strive to ensure that each and every pupil can take part in the whole School curriculum. We value the diversity of our School community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to School life.
- 1.2 We seek to ensure that disabled pupils and applicants are not put at a substantial disadvantage by making reasonable adjustments:
- To our policies, criteria and practices (i.e. the way we do things); and
 - By providing auxiliary aids and services (i.e. additional support or assistance).
- 1.3 There is no standard definition of an auxiliary aid or service. Examples include:
- Pieces of equipment;
 - Extra staff assistance;
 - Note-taking;
 - Induction loops;
 - Audio-visual fire alarms;
 - Readers; and
 - Assistance with guiding.
- 1.4 We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the School.
- 1.5 We are allowed by law to apply an entry test and we do so as part of our admissions process. If necessary, we make reasonable adjustments for applicants with any SEND sitting the entry test, such as, for example, allowing it to be completed on computer rather than by hand. Parents/guardians (or the pupil if the School believes they have sufficient understanding of the nature of the request) may request that the existence or nature of the pupil's disability be treated as confidential by the School. We will take any such request into account when considering whether an adjustment is reasonable.
- 1.6 When considering whether it would be reasonable to make the adjustment, the School will consider the following factors:
- Whether it would overcome the substantial disadvantage the disabled child is suffering;
 - The practicability of the adjustment;
 - The effect of the disability on the pupil;
 - The cost of the proposed adjustment;
 - Whether it will be provided under an EHC plan from the Local Authority;
 - The School's resources;
 - Health and Safety requirements;
 - The need to maintain academic, musical, sporting and other standards; and
 - The interests of other pupils (and potential pupils).
- 1.7 Once the School has determined whether the relevant adjustment is reasonable, we will write to the parents, setting out the decision and the reasons.
- 1.8 If parents are not happy with the School's decision about the reasonableness of the adjustment, they may lodge a complaint using the School's *'Complaints Procedure'*.
- 1.9 If a pupil is disabled and parents believe that they are being put at a substantial disadvantage compared with pupils without disabilities and there is an adjustment that

we could make which would overcome this, parents may write to the Head of Learning Support setting out in full the adjustment and (if necessary) how the School could put this into practice.

- 1.10 In some cases, the School will be able to agree to and implement the requested adjustment as soon as possible. In particular, it is envisaged that, where adjustment costs are minimal and satisfy the related criteria, it will be approved and implemented speedily.
- 1.11 In other cases, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the pupil or applicant is suffering and what measures it is reasonable for the School to take.
- 1.12 In these cases, the School may seek input from teachers, other experts (such as doctors and/or educational psychologists), parents and the child in question. The Head of Learning Support is responsible for monitoring this and decisions will be taken in consultation with the Deputy Head (Academic) and Head.