



ROYAL HIGH SCHOOL
BATH
GDST
DAY SCHOOL TRUST

SEND ACCESSIBILITY PLAN 2021-24 [SIOBHAN SMILLIE] 2021-22

This plan is a working document and is updated annually.

I. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability and delivery of accessible information to disabled students, staff, parents/carers and other members of the school community

The Royal High School is an independent day and boarding school for students from 3 -18 years. The school is selective and offers places to students with a range of specific learning difficulties, such as dyslexia, dyspraxia, ADHD and autistic spectrum condition, who meet our entry criteria and for whose needs we are able to provide appropriate support. The SENDCo is qualified to teach and assess students with dyslexia/specific learning difficulties. We also offer places to students with disabilities, physical impairments and/or long-term medical conditions, if we feel that we can provide appropriate support for their learning and physical needs. We try to ensure that, wherever possible, all students have the same level of access to all areas of the curriculum.

Each student is unique and presents with their own picture of strengths and needs. Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. Our duty to have “due regard” to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications. In order to make sure that all students achieve their potential we need to ensure that there are in place a range of high-quality support services that contribute to removing the barriers to achievement for all students, in particular those with special educational needs and disabilities. It is good practice to keep a note of any equality consideration, and that publishing it will help to demonstrate that the due regard duty is being fulfilled. Sometimes differences in programmes of study are recommended on rare occasions where it is deemed in the best interests of the student.

The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is updated, resourced, implemented and revised by the SLT as necessary, and reviewed at least annually. **Resourcing** for change comes from three sources: (1) the delegated maintenance budget overseen by the DFO is used for structural site changes at both the Prep and the Senior Schools, (2) the budget of the SENDCo is employed for resourcing SEND learning related issues, and (3) the budgets of individual HoDs or in charges are used to cover small one-off changes required within subject areas.

The current Accessibility Plan will be appended to this document.

The Accessibility Plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure follows the GDST. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including SEND Governor **Mrs Jane Walters – (need to allocate new governor to SEND)**, SENDCo and SLT.

2. Legislation and guidance

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation".

The Royal High School is committed to adhering to the principles of the Equality Act 2010 about disability and to developing a culture of inclusion, support and awareness within the school.

The Equality Act 2010 defines an individual as disabled if he, she or they has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his, her or 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 states "A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him, her or them. A child of compulsory school age has a learning difficulty or disability if he, she or they:

- has a significantly greater difficulty in learning than most others of the same age; or
- has a disability which prevents or hinders him, her or them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

Categories are in the four broad areas of:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

The definition includes dyslexia, dysgraphia, dyspraxia, underlying language difficulty, autism spectrum condition and sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Students with such conditions do not necessarily have SEND, but where a student requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

In addition, the school is required to have regard to statutory guidance regarding supporting students with medical conditions (DfE 2014).

The school recognizes that students may consider their gender and sexual identity during their time at school (GDST Transgender Student Guidance). The school recognizes that we have a diverse population with regards to race, religion and belief and when referring to these areas, this policy celebrates all these groups. No student is ever discriminated against due to their gender and sexual orientation, race, religion or belief. The school believes these characteristics have no impact on their ability to take part in any of the additional activities we offer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. Many reasonable adjustments are inexpensive and will often involve a change in practice rather than the provision of expensive pieces of equipment or additional staff. The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. Whether or not a disabled student is at a substantial disadvantage or not will depend on the individual situation.

The Royal High School is committed to working together to provide an inspirational and exciting learning environment where all students can develop an enthusiasm for life-long learning. We believe that students should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We gather information about any disability or health condition in early communications with parents and carers of students who are new to school. For parents and carers of students already at the school, we ask them to keep the school informed of any changes to the information they have provided. The Royal High School has a duty to remove, as far as possible by reasonable means, the disadvantage which a disabled student experiences because of their disability. The school is committed to ensuring equal opportunities for all its students. However, factors the school may consider when assessing the reasonableness of an adjustment may include the financial or other resources required for the adjustment, its effectiveness, its effect on other students, health and safety requirements and whether aids should be made available from other agencies.

The school understands that it has a duty of reasonable adjustments in relation to the following areas:

- deciding who is admitted as a student
- the provision of education
- access to any benefit, service or facility

The duty is an anticipatory and continuing one that is owed to disabled students generally regardless of whether there are any disabled students currently at the school. The Royal High School does not discriminate on the grounds of students having special educational needs, but it does work with parents to consider its duty of care and professional responsibility when offering places into the next phase of the school, given the increasingly challenging and fast-paced curriculum. In addition, arrangements can be made for discussion with the school prior to entry, in order to ensure that the school has the correct medical supplies and any necessary training. The school must also feel confident that it will be able to educate and develop the prospective student to the best of their potential and in line with the general standards achieved by the student's peers, so that there is every chance that the student will have a complete, happy and successful career and emerge a confident, well-educated and well-rounded young person with a good prospect of a satisfying life.

The school's policy is to apply these criteria to all students and prospective students regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments (and to use best endeavours) not to put any disabled student or potential student at a substantial disadvantage compared with any student who is not disadvantaged because of disability.

Parents are asked to provide information concerning any disability or special needs prior to accepting a place. This may include an EHCP (Education, Health and Care Plan). The details of the nature and effect of any disability enables the school to consider any reasonable adjustments it may need to make.

The Royal High School is committed to equal opportunities in education. No student at, or applicant to, the school receives more, or less, favourable treatment on grounds of gender and sexual orientation, race, religion or belief. A student would never be excluded on the grounds of gender or sexual orientation, race, religion or belief.

The checklist below seeks to plan for any reasonable adjustments that may need to be made in the future. It seeks to address the reasonable and proportionate barriers that may impede students with different kinds of disabilities.

Reviewed: September 2021

Next Review: June 2022

Royal High School Bath (GDST) Accessibility Action Plan for 2021-24

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

It takes into account information gleaned from disabled Students and their parents as to their preferences.

It is time specific (covering the period 2021-24) and is subject to review and revision by the SENDCO and SLT in the Summer Term of each academic year.

Colour codes for years: **Red 2021-22**, **Green 2022-23**, **Blue 2023-24**

The implementation of this plan [AAP] is overseen by the SENDCO.

She works closely with the Deputy Head (Academic), Deputy Head (Pastoral), the Director of Financial Operations, the Head of the Prep School and the Exams Officer.

Current good practice	Objectives	Actions to be taken (resources needed)	Persons responsible
<i>Include established practice and practice under development</i>	<i>State short, medium and long-term objectives</i>		
<p><i>1.1 Our school offers a differentiated and scaffolded curriculum for all students.</i></p>	<p>To identify students who may need adapted or additional provision.</p> <p>Improve staff awareness of students' starting points so that expected progress can be measured across each stage.</p>	<p>Group interventions running for all year groups such as Study Skills, Phonics/Spelling, Reading Comprehension, Maths Boosters, Mindfulness (Sep 2021)</p> <p>Liaison with Head of International Students to identify students with SEND and levels of English using CLIL information (Sep 2021)</p> <p>Liaison with Pastoral and Medical teams to improve SEMH identification and provision. Regular meetings set up with Medical team (Sep 2021)</p>	<p>SSM/APA/SMC/NCH</p>
<p><i>1.2 We use resources tailored to the needs of students who require support to access the curriculum.</i></p>	<p>Scholarships, bursaries, prizes are awarded without prejudice and open to students with SEND.</p>	<p>Designated 'subject specific' TA's in the Senior school English and Maths department (Sep 2021)</p>	

<p>Current good practice</p> <p><i>Include established practice and practice under development</i></p>	<p>Objectives</p> <p><i>State short, medium and long-term objectives</i></p>	<p>Actions to be taken (resources needed)</p>	<p>Persons responsible</p>
<p><i>1.3 Exam papers copied onto larger paper for GCSE student with visual stress and dyspraxia</i></p>	<p>Improve preparation for exams for students in Y11 to minimize potential anxiety situations for students with SEMH needs</p>	<p>Use of enlarged papers, monitors and IPADS, dictation software and practical assistant during exams (Sep 2021)</p> <p>New laptops and computer readers to be purchased</p> <p>New Exam Access Arrangements Assessor in the Senior school</p> <p>Sensory resources purchased for a student with specific needs in Y1 class</p> <p>EHCP support and advice given to parents of students in Y1/Y10/Y13 (Sep 2021)</p> <p>Liaison with outside agencies to support students with SEND e.g., HERS</p>	<p>SSM/APA/HBR/CLI</p>
<p><i>1.4 SENDCO briefs teaching staff about specific students at the start of each academic year.</i></p>	<p>Improve learning potential for students with SEND by accommodating individual needs</p>	<p>Annual update with information on specific students who are new to the school with complex profiles</p> <p>Staff information folders on a particular learning need developed</p>	<p>SSM/APA</p>
<p><i>1.5 Teaching staff wear an induction loop when teaching hearing impaired (HI) student.</i></p> <p><i>Sound boards to minimise sound distortion in Prep school</i></p>	<p>Staff liaise with Learning Support department to enhance QFT for all students, use equipment and interventions appropriately when class teaching and continue inclusion for students with SEND.</p>	<p>Exam anxiety CPD for senior school by LBT and Exams Officer</p> <p>Exams officer invited to Y9 student information about exam access arrangements</p> <p>Small group entrance/transfer exams online with support from specialist teachers for students with SEND during Lockdown</p>	<p>SSM/APA/KSC/HBR/CLI</p>

Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken (resources needed)	Persons responsible
		<p>Separate rooms and quieter rooms allocated to students with Autism and ADHD (Sep 2021)</p> <p>Consider development of specific exam arrangements such as quieter rooms, additional IT implications on pressure points in the year</p>	
<p><i>1.6 Needs of HI and VI students are taken into account when making classroom seating plans.</i></p>	<p>Seating plans encouraged and staff aware of needs of students with SEND</p>	<p>Two students with VI in the Senior school are accommodated with careful seating, use of assistive technology and staff use TEAMS, adapted resources (Font size 24 for example), modified test and exam papers (Sep 2021)</p> <p>Staff CPD for Maths, DT and Art departments by specialist VI teacher from Bristol Sensory Support Services to develop awareness when teaching students with VI (June 2021)</p> <p>All subject specific staff informed of considerations to classroom environments, health and safety considerations and adapted resources shared by Habilitation Specialist from South Gloucestershire (Sep 2021)</p> <p>Students with specific needs are seated in appropriate areas of the classrooms and allowed accommodations such as use of mobile phone, rest breaks, wobble stools, fidget breaks to enable concentration (Sep 2021)</p>	<p>SSM/APA</p>

Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken (resources needed)	Persons responsible
<i>1.7 Curriculum resources include examples of people with disabilities.</i>	Raise the profile of people with disabilities by assemblies, awareness days	Neurodiversity information and celebrations displayed intermittently around the school	SSM/APA
<i>1.8 Curriculum progress is tracked for all students, including those with a disability. SEND information tracked on CPOMS regularly and frequently updated.</i>	Enhance tracking and monitoring systems in school	CPOMS used regularly by all staff to log information regarding SEND Tracking of progress for students with SEND and VA monitored from data such as MIDYIS/ALIS. Increase/decrease in performances actioned with appropriate intervention to enable success	SSM/CLI/JMO
<i>1.9 Targets are set effectively and are appropriate for students with additional needs.</i>	Continue to set challenging targets improve communication between the support department, the student, parents and staff	Students contribute to Learning Support Plans and set at least one target with a focus on developing a specific area of need (Sep 2021) One to one lessons established for students with high levels of need. Plans shared with parents twice a year.	

Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken (resources needed)	Persons responsible
<i>1.10 The curriculum is reviewed to ensure it meets the needs of all students.</i>	Hold focus meetings on SEND and on subject department agenda review progress of vulnerable students.	New Key Stage meetings established, liaison with English, Maths and Science departments and Boarding with allocated members from the SEND department. (Sep 2021)	SSM/APA/SMC/ECO
<i>1.11 To liaise with educational establishments to prepare for the intake of new children who transfer within year.</i>	Expand networking with local catchment schools	Little Foxes established to nurture awareness of our school offer and potential younger children coming to the Prep school. (Sep 2021) SENDCO to invite other SENDCO's from local independent schools for a termly meeting (Sep 2021)	
<i>1.12 To review policies to ensure that they reflect inclusive practice and procedure. All new staff attend an induction session with the SENDCO and receive written information detailing school procedures for identifying/ teaching students with SEND. Student profiles include strategies for scaffolding lessons for individual students.</i>	Inform staff about SEND information and procedures.	4 new teachers joining the school Sep 2021 welcomed by the SEND department and given induction about students with SEND 2 new TA's attend fortnightly meeting and training with the SENDCO to reflect on need within their subject departments. (Sep 21)	
<i>1.13 Student profiles include strategies for differentiating lessons for individual Students.</i>	Improve differentiation and inclusion. Promote independence of students with SEND	Neurodiversity mentors established from older year groups to support younger students. (Sep 21)	

Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken (resources needed)	Persons responsible
<i>1.14 Previous staff INSET training</i>	Inform staff of latest research and update knowledge of SEND	Ongoing CPD internal twilight training with specific focus related to area of development on SDP (Sep 21)	
<i>1.15 To establish and maintain close liaison with parents through Academic Evenings, Parent Information Evenings, newsletters and e mail.</i>	Develop home/school and boarding relationships	Link TA for Boarding for students with SEND (Sep 21)	
<i>1.16 To establish and maintain close liaison with outside agencies for students with additional needs.</i>	Use networking opportunities to inform about professionals/resources available in the local areas - for example Private Speech and Language Therapists and occupational therapist practitioners	Building a list of professionals known to the school to guide parents on private assessments (Sep 21)	
<i>1.17 To include students with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision.</i>	All out-of-school activities are planned to ensure the participation of the whole range of students.	HCP for specific students and training by RPU for all staff Health and safety considerations in place for student with VI on Y12 induction trip	

Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken (resources needed)	Persons responsible
<p>1.18 All students are screened for exam access arrangements in Year 9. Students in Y12 screened for writing speed on arrival to school. Students joining in later year groups are also screened. SENDCO has a specialist teacher/assessor qualification.</p>	<p>Improve screening processes for the Prep School – screen in Y4?</p>	<p>Dyslexia screening for prospective students in Prep Screening in place for Y9/Y12 exam access arrangements</p>	
<p>1.19 All SEND students accessing support have a Student profile which is reviewed annually. Profiles are divided into three distinct areas: the first summarises the student's individual strengths and weaknesses as detailed in her diagnostic report; the second lists any access arrangements for which she is eligible; the third describes specific strategies to be used to ensure that the student is able to access teaching in the classroom. Profiles are already in place when students join in Year 7.</p>			
<p>1.20 SENDCO regularly attends twilight training at PATOSS both local group and national.</p>	<p>SENDCO to keep informed of current good practice</p>		

Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken (resources needed)	Persons responsible
<p>1.21 <i>Where appropriate, dyslexic students are excused from studying a foreign language or other subject to ease their curriculum load.</i></p>	<p>Individualised learning programmes put in place for students with SEND</p>	<p>Flexible timetabling for students with SEMH to encourage attendance</p> <p>Lighter timetables considered for students with specific needs</p>	
<p>2.1 <i>The environment is adapted to the needs of students as required.</i></p>	<p>Habilitation Specialist advice sought for student with VI (Aug 2021)</p>	<p>Raised areas/edges - Where possible painting edges/corners a contrasting colour, such as yellow. Some areas need refreshing</p> <p>Consideration of uneven flooring – improved where possible.</p> <p>Drains highlighted using a contrasting colour paint</p> <p>Highlighting stairs and steps so they are more visually accessible by having the nosing painted a contrasting colouring using non-slip paint. Highlighting should include a section of the tread and riser to ensure visibility when ascending and descending. This highlighting should extend for the full length of the step. Refresh areas as necessary.</p> <p>Consider current railings- may need highlighting with a contrasting colour to make them easier to access.</p> <p>Keypads changed to access with cards</p>	

Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken (resources needed)	Persons responsible
		<p>All staircases should have handrails available and ideally these should extend for the whole length of the staircase. Handrails at front of school (Summer 2021).</p> <p>Signage should be in a standard place on every door.</p> <p>If possible, use furniture which is a contrasting colour to the flooring.</p> <p>Where possible furniture should stay in constant places.</p> <p>Posts should be made more visually accessible by marking them with a contrasting colour paint or tape at eye level.</p> <p>Door signs have been moved & mounted at eye level to make them easier for certain people to access.</p> <p>As part of the updating of SEND space 'The Hive' has been created as a temporary area in the North Wing, encompassing a contemplation room, a quiet work room and a quiet common room.</p>	
<ul style="list-style-type: none"> Ramps 			

Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken (resources needed)	Persons responsible
<ul style="list-style-type: none"> Elevators 			
<ul style="list-style-type: none"> Corridor width 			
<ul style="list-style-type: none"> Disabled parking bays 		Additional bays for members of staff x2 (Autumn).	
<ul style="list-style-type: none"> Disabled toilets and changing facilities 			
<ul style="list-style-type: none"> Library shelves at wheelchair-accessible height 			
<ul style="list-style-type: none"> Other sensory needs considered 	Improve sensory resources available in school	Reduction of visual distraction (e.g., pin boarding) as rooms are refurbished. Contrasting walkways (e.g., buff at front + in Maths area to help those finding navigation difficult).	
<i>2.2 Ensure that reasonable adjustments are made for students with a disability, medical condition or other access needs.</i>			

Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken (resources needed)	Persons responsible
<p>3.1 <i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Lighting and colour schemes</i> • <i>Accessible fixtures and fittings</i> • <i>Bookshare membership</i> 	<p>Improve accessibility for hearing impaired students</p>	<p>WELL Standards (Version 2) have guided the work over the summer holiday (2021). These have been applied to the Senior department (Prep when set up took the standards into consideration). Standards cover ventilation, heating, acoustics, lighting.</p> <ol style="list-style-type: none"> 1. In Autumn-Spring Term insert sound baffles into Dining Hall & RBR to combat invasive level of noise. 1. More natural woods used on fixtures & fittings in the new Maths suite. 2. Plants in communal spaces to aid concentration & air quality. 	<p>Tim Peacock</p>
<p>3.2 <i>To enable improved access to written information for students, parents and visitors.</i></p>	<p>Improve access to website/Firefly information</p>	<p>Marketing improvements and access to website, literature and communications improves with weekly newsletter, Parent post</p>	
<p>3.3 <i>Ensure that reasonable adjustments are made for students and/or parents with a disability, medical condition or other access needs so as they can be fully supported with education.</i></p>			

Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken (resources needed)	Persons responsible
<p><i>3.5 Regular focus meetings on SEND and on subject department agenda to review progress of vulnerable students. Students are helped to understand their own barriers to learning and to value achievement – contribute to targets etc.</i></p> <p><i>Screening processes and impact of interventions critically evaluated. Alternative approaches explored.</i></p>			
<p><i>3.6 Whole school approach to wellbeing and resilience – differentiate for SEMH as we do for learning</i></p>	<p>Support to increase students' opportunities at school for day/boarding students to mix and share spaces.</p>	<p>The Hive and Wellbeing angels established within the school</p> <p>Common rooms for Y7, 8 and 9 established</p> <p>COVID accommodations – clear face masks, dividers, familiar classroom continuation etc.</p> <p>Staff wellbeing and support – staff designated parking bays, treats for break time</p> <p>New department area for SEND and resources improved to centralise wellbeing area of the school</p>	

Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken (resources needed)	Persons responsible
<i>3.7 Currently, out-of-school provision caters for students with SEND</i>		COVID wellbeing check ins, lessons and online support offered and students with SEND invited to attend school face to face	
<i>3.8 Better outcomes for vulnerable learners and they feel safe and valued. They know they can approach staff and their opinions and concerns valued.</i>			

4. Monitoring arrangements

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

It will be approved by the Head, Senior Leadership team and SENDCO.

5. Links with other policies

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Access Arrangements Policy
- Admissions Policy
- Assessment Policy
- Curriculum Policy
- Complaints Procedure
- Educational Visits Policy
- Equality Opportunities (Education and Employment) Policies
- Health & Safety Policy
- Learning and Teaching Policy
- Medical Policies
- Overseas Students and EAL policy
- Risk assessment Policy
- School Development Plan
- School Information Report
- Special Educational Needs and Disabilities Policy

Appendix 1: Accessibility audit June 2019

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Different levels in listed buildings to which changes cannot be made	N/A	N/A	N/A
Corridor access	All parts of curriculum accessible – requiring some rooming & timetable changes	Entire walls being moved in new Music School to widen corridors & circulation spaces	SBU	Jan 2020
Lifts	Wheelchair access throughout ground floor of Prep School	N/A because we cannot fit them into the Senior School buildings – classes are relocated to meet need	N/A	N/A
Parking bays	Currently reserved parking bays (one front & 1 back – wheelchair only from back) Prep School – 2 at front & wheel round to back to lift	N/A	N/A	N/A
Entrances	All wide enough for wheelchair access Prep School met modern building standards for accessibility	New Music School will also comply with modern building standards for accessibility	SBU	Jan 2020
Ramps	Ground floor access to main building on Northside	New Music School access to ground floor	SBU	Jan 2020
Toilets	Winfield Centre, Sports Hall, Prep School	New Music School to have one on ground floor	SBU	Jan 2020

Reception area	Handrails on front steps (has planning permission for sides)	Installation	SBU	Jan 2020
Internal signage	Fire Escape signs meet government guidance on evacuation sign design	N/A	N/A	N/A
Emergency escape routes	All routes inspected & improved following Fire Risk Assessments both Senior, Prep and Boarding	Plans to purchase Evacuation Chairs for Medical Centre & Prep School	SBU	Summer 2019