



ROYAL HIGH SCHOOL BATH

G D S T
GIRLS' DAY SCHOOL TRUST

SEND ACCESSIBILITY PLAN 2021-24

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 Head of SEND 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 and information about SEND needs remains confidential. 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. 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 Head of SEND 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 (**new governor for SEND tbc June 2022**), Head of SEND 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 have 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 learning 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, 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: June 2022 | Next Review: June 2023 |
|----------------------------|-------------------------------|

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 considers 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 plan consists of three sections: 1. Making the curriculum accessible, 2. Making the physical environment accessible and 3. Making information accessible.

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.

| Objectives | Actions to be taken and by whom |
|---|--|
| <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 – reviewed 6/21 and ongoing – priority groups to be set up again in Sep 2022 SSM/APA/SMC) reviewed 6/22 and ongoing for Sep 2023 SSM/APA/LBI</p> <p>Liaison with Head of International Students to identify students with SEND and levels of English using CLIL information (NCH Sep 2021 -achieved)</p> <p>Liaison with Pastoral and Medical teams to improve SEMH identification and provision. Regular meetings set up with Medical team (SSM/APA/RPU Sep 2021 – reviewed 6/22 and ongoing)</p> <p>Liaison with the Head Librarian to develop 1:1 student reading sessions (March 2022 and ongoing from Sep 22 APA/JHI)</p> <p>Liaison with the English Department to implement regular Reading tests which will feed into both department's teaching. (SSM/APA/JOW March 2022)</p> <p>SPaRCS/DASH test for all Y7, Y9 + Y12 to identify need at start of academic year. (SSM/APA September 2022)</p> <p>Whole school T&L focus on Rosenshine's Principles of Instruction with help from T&L coach John Sullivan. These techniques for memory and retention are particularly helpful for those with SEND. Sept 22-23. Programme carried out with 3x INSET days + T&L group observations. (HBR)</p> <p>Rosenshine Focus to be continued with an emphasis on Staff Coaching in 22-23.(HBR)</p> <p>Problem Based Learning Introduced in 22-23 for Year 7. Aim to promote independent learning and RHLQ (BRICKS) these techniques (e.g., lessons in collaboration) will help student with SEN to develop these skills in a discrete manner. (T+L Group – HBR/JMO/NPO/BLA/SSM)</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. New 'progress' prize awarded each year to respect effort and not just ability. (HBR June 2021)</p> <p>Designated 'subject specific' TA's in the Senior school English and Maths department (SSM Sep 2021)</p> <p>Specific group support using appropriate intervention packages (SSM Sept 2022)</p> <p>Sensory resources purchased for a student with specific needs in Y1 class (Sep 2022 JJO/SSM)</p> <p>Wobble cushions, writing slopes, coloured overlays, larger keyboards, IPAD and screens, A3 Yellow paper and overlays purchased for VI and sensory needs (SSM June 2022)</p> <p>EHCP support and advice given to parents of students in Y1/Y10/Y13 (SSM Sep 2021)</p> <p>EHCP support and advice given to parents of students in YR x 2/ Y1/Y4 x 2/ Y5/Y8 and 5 students with EHCP's now in school (SSM Sep 2022)</p> <p>Liaison with outside agencies to support students with SEND e.g., HERS (SSM May 2021)</p> <p>Liaison with outside agencies to support induction of VI student into Y5 and Y8 with SEND e.g., Sensory Support Service Bristol and CAMHS (SSM/ALA/DRU/EAP/LDA Sep 2022)</p> |
| <p><i>1.3 We ensure that students who need access arrangements are supported to undertake internal and external exams</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 (SSM/APA/KSC Sep 2021)</p> <p>Exam papers copied onto larger paper for GCSE student with dyspraxia (KSC Dec 2021)</p> <p>New laptops and computer readers to be purchased (KSC/PJO Jan 2022)</p> <p>Ipad loaded with clareo (May 2022)</p> <p>New Exam Access Arrangements Assessor in the Senior school (APA Sept 2022)</p> <p>Exam anxiety CPD for senior school by LBT and Exams Officer (LBT/KSC May 2021)</p> <p>Exams officer invited to Y9 student information about exam access arrangements (KSC/SSM March 2021)</p> <p>Small group entrance/transfer exams online with support from specialist teachers for students with SEND during Lockdown (SSM/APA/SMC Jan 2022)</p> <p>Separate rooms and quieter rooms allocated to students with Autism and ADHD (SSM Sep 2021)</p> <p>Consider development of specific exam arrangements such as quieter rooms and additional IT implications on pressure points in the year as demand for these has escalated due to recommendations from outside professionals e.g., CAMHS and Pediatricians for students with medical/SEND needs (KSC/SSM/APA/HBR/SNI Sep 2022 – ongoing reviews instigated)</p> <p>EAA and EO have fortnightly meetings to set access arrangements in place. (KSC/APA)</p> |

| | |
|--|--|
| | <p>Exam access arrangements for girls in Prep and outside entrants during transition/entrance exams and provided in class tests. (SSM/CLI/DRU Jan 2022)</p> <p>Smaller room consideration for Prep exams Jan 2023 and access arrangements for student with VI in Y5 (SSM/DRU/CLI Sep2022)</p> |
| <p><i>1.4 Head of SEND (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 (SSM Sep 2021 and INSET Jan 2022) (SSM Sep 2022 and ongoing information as a standing target added in staff briefings/HOD meetings and HOY meetings)</p> <p>Staff information folders on a particular learning need developed (SSM Sep 2021)</p> <p>Staff information folders being developed with SEND subject specific advice (SSM beginning Sep 2022 onwards)</p> <p>Learning support channel put into Microsoft Teams that update as a student is added to the watch list and also disseminates data. (SSM/APA/JMO Sept 2022)</p> |
| <p><i>1.5 We provide students with alternative methods of recording. Specialist resources are available to assist children in class where needed.</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>Sound boards to minimise sound distortion in Prep school in place. Investigating baffles in the Y8/9 common room to dampen noise (ALE/HBR).</p> <p>Students permitted to wear headphones in the dining hall and one student allowed to eat in the medical centre due to anxiety issues (SSM Sep 2022)</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 (SSM/APA/KSC/LBT 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 (SSM June 2021)</p> <p>All Senior school 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>Updated review of Prep environment for Y5 VI student- All Prep school subject specific staff informed of considerations to classroom environments, health and safety considerations and adapted resources shared by Habilitation Specialist from South Gloucestershire (SSM Sep 2022)</p> <p>Consideration at mealtimes - catering staff alerted to supplying small bowls for Senior school student with autism and food issues and Y5 VI student to manage foods such as peas and sweetcorn and seating at an end of table etc. – SSM Sep 2022 - ongoing.</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>Students with ASC tendencies in 6th form and Y5 student with VI briefed as to when to expect fire alarms. (SSM May 2022)</p> |
| <p>1.7 Curriculum progress is tracked for all students, including those with a disability. SEND information tracked on CPOMS regularly and frequently updated. Raise the profile of people with disabilities by assemblies, awareness days</p> | <p>Neurodiversity information and celebrations displayed intermittently around the school. Outside visitor (Caroline Bateman – Achievenow.org) to talk to staff, parents and girls again (SSM March 2021)</p> <p>Neurodiversity assembly recorded for Prep to raise awareness (SSM March 2022)</p> <p>Neurodiversity assembly planned for Oct 2022. Neurodiversity mentors selected from Y11/13 to be advocates and mentors for younger girls. (SSM/APA/HMO Sep 2022)</p> <p>Neurodiversity week to be celebrated in March along with other GDST schools. (SSM March 2023)</p> |
| <p>1.8 Curriculum progress is tracked for all students, including those with a disability. SEND information tracked on CPOMS regularly and frequently updated. Enhance tracking and monitoring systems in school</p> | <p>CPOMS used regularly by all staff to log information regarding SEND (Sep 2021 All staff – ongoing)</p> <p>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/JMO ongoing)</p> <p>New data tracking system to be implemented with transfer data from Prep to Senior school in particular. (CLI/HBR/JMO/DRU/SSM June 2023)</p> <p>Entry/Exit criteria established for Learning Support Register (SSM Sept 2022)</p> |
| <p>1.9 Targets are set effectively and are appropriate for students with additional needs.</p> <p>Continue to set challenging targets improve communication between the support department, the student, parents and staff</p> | <p>Students contribute to Learning Support Plans and set at least one target with a focus on developing a specific area of need (SSM/APA/SMC Sep 2021 and ongoing into Sep 2022 SSM/APA/LBI)</p> <p>One to one lessons established for students with high levels of need. Plans shared with parents twice a year. (SSM Sep 2021) Students with EHCP also accessing one to one lessons (SSM Sep 2022)</p> |
| <p>1.10 The curriculum is reviewed to ensure it meets the needs of all students.</p> <p>Hold focus meetings on SEND and on subject department agenda review progress of vulnerable students.</p> <p><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>New Key Stage meetings established, liaison with English, Maths and Science departments and Boarding with allocated members from the SEND department. (Sep 2021) Pupil progress meetings termly in full staff meetings. (HBR/CLI) [On-going]</p> <p>Problem based learning introduced for Y7 to promote diversity, collaboration and inclusion. Cranwell curriculum reviewed, developed and improved to ensure current needs of cohort reflected and learning is relevant and impactful. (HBR/CLI Sep 2022)</p> <p>Flexible timetabling for students with SEMH to encourage attendance (HBR/ECU/SSM Sep 2021 and ongoing)</p> |

| | |
|---|--|
| | <p>Lighter timetables considered for students with specific needs (HBR/SSM ongoing)</p> <p>Some Y7 students enter school on lighter timetable. (SSM/HBR Sept 2021) Y7, Y12 also considered (SSM/HBR Sept 2022)</p> <p>Needs reviewed in Y9 if not before. (SSM/APA Sept 2022)</p> |
| <p>1.11 To liaise with educational establishments to prepare for the intake of new children who transfer within year.</p> <p>Expand networking with local catchment schools</p> <p>Head of SEND to keep informed of current good practice</p> | <p>Little Foxes established to nurture awareness of our school offer and potential younger children coming to the Prep school. (CLI/JJO Sep 2021) [On-going]</p> <p>Head of SEND to invite other SENDCO's from local independent schools for a termly meeting (SSM Sep 2021) [On-going]</p> <p>Head of SEND regularly attends twilight training at PATOSS both local group and national. Also attends TES SEND show annually to keep up to date with innovation in SEND. (SSM ongoing)</p> |
| <p>1.12 To review policies to ensure that they reflect inclusive practice and procedure. All new staff attend an induction session with the Head of SEND and receive written information detailing school procedures for identifying/ teaching students with SEND and confidentiality requirement.</p> <p>Student profiles include strategies for scaffolding lessons for individual students.</p> <p>Inform staff about SEND information and procedures.</p> | <p>4 new teachers joining the school Sep 2021 welcomed by the SEND department and given induction about students with SEND and 3 other teachers later in this year. [Complete]</p> <p>New teachers (Biology/Business/Drama/Maths/Psychology/Nursery/Y4 and Y6) and support staff (IT/Music/Cover/Nursery/Counsellor/Medical/Boarding) joining school Sep 2022 given SEND induction and invited to 'drop in' sessions – Prep after school on Tues/Thur and Senior after school Wed/Fri (SSM Sep 2022)</p> <p>2 new TA's attend fortnightly meeting and training with the Head of SEND to reflect on need within their subject departments. (SSM Sep 21) [On-going] (SSM Sep 2022)</p> <p>Confidentiality reminders for teaching staff (HBR/SSM Dec 2021)</p> |
| <p>1.13 Student profiles include strategies for differentiating lessons for individual Students. Improve differentiation and inclusion. Promote independence of students with SEND</p> | <p>Neurodiversity mentors established from older year groups to support younger students. (Sep 21) [On-going]</p> |
| <p>1.14 Previous staff INSET training</p> <p>Inform staff of latest research and update knowledge of SEND</p> | <p>Ongoing CPD internal twilight training with specific focus related to area of development on SDP (HBR/CLI/SSM Sep 21) [On-going]</p> |
| <p>1.15 To establish and maintain close liaison with parents through Academic Evenings, Parent</p> | <p>Link TA for Boarding for students with SEND (SSM Sep 21) [On-going]</p> <p>Member of Learning support department available at all Academic evenings. (Sept 2021) [On-going]</p> |

| | |
|--|---|
| <p>Information Evenings, newsletters and e mail. Develop home/school and boarding relationships</p> | <p>Contact made by SEN department to parents of girls of concern as soon as is reasonable. (Sept 2021) [On-going] TEAMS – boarding (ECO/SSM Sep 2021)</p> |
| <p>1.16 To establish and maintain close liaison with outside agencies for students with additional needs. Use networking opportunities to inform about professionals/resources available in the local areas - for example Private Speech and Language Therapists and occupational therapist practitioners</p> | <p>Building a list of professionals known to the school to guide parents on private assessments (Sep 21) [On-going] Updating the list (Sept 2022) VIP'S TEAM set up with other students from GDST schools with visual impairment (SSM Oct 2022)</p> |
| <p>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. All out-of-school activities are planned to ensure the participation of the whole range of students.</p> | <p>HCP for specific students and training by RPU for all staff [On-going] Health and safety considerations in place for student with VI on Y12 induction trip e.g., Geog field trip liaising with teachers and parents (LBT/SSM/RPU Sep 2021) Close liaison with parents to ensure participation and inclusion in extracurricular activities, trips and visits such as cane training for VI student and allowance for nonattendance for mental health wellbeing where appropriate (minimally verbal Y7 student) (SSM/RPU/ECU/CLI) on-going Visit by VI student accompanied by buddy dog on transition visit to new class (Sep 2022)</p> |
| <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. Head of SEND has a specialist teacher/assessor qualification.</p> | <p>Improve screening processes for the Prep School – perhaps screen in Y4 to improve identification? (SSM/CLI Sep 2021) Dyslexia screening for prospective students in Prep (CLI/SSM Sep 2022) Screening in place for Y9/Y12 exam access arrangements (SSM/APA Sep 2022) Y7 screened for writing speed/spelling. (Sept 2022)</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>Learning Support Register updated to make it more user friendly. (SSM Sept 2021) Learning Support channel in Teams set up to disseminate appropriate information on a real time basis. (SSM/APA/JMO April 2021) Learning support registers made accessible through the Learning Support Team for easier access. (SSM/APA April 2021) SIMS codes updated to improve communication with teachers e.g., no longer 'k' changed to SEN support (JMO April 2021)</p> |

| | |
|--|--|
| <p>Teachers will be able to easily access students' needs and will use the information to plan appropriate lessons</p> | |
| <p><i>2.1 The environment is adapted to the needs of students as required.</i> 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> <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> |
| <p>Disabled parking bays</p> | <p>Additional bays for members of staff x2 (Autumn 2021).</p> |
| <p>Other sensory needs considered- Improve sensory resources available in school</p> | <p>Reduction of visual distraction (e.g., pin boarding) as rooms are refurbished.</p> <p>Contrasting walkways (e.g., buff at front + in Maths area to help those finding navigation difficult).</p> |

| | |
|---|---|
| | <p>WELL Standards (Version 2) have guided the work over the summer holiday (Tim Peacock 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>2.2 Ensure that reasonable adjustments are made for students with a disability, medical condition or other access needs.</p> | <p>Disabled toilets and changing facilities available for students with SEMH if required. Equipment suitable for use by students with a disability – DT and Art departments made accommodations to enable students with VI. All staff aware of health and safety issues relating to use of equipment and can access necessary parts of the school. (VCH/CTR/SSM July 2021)</p> <p>Painting of steps – Art library steps and Prep school adjustments to be improved once visit from habilitation services have provided recommendations for new VI student in Y5. (Tim Peacock/SSM Oct 2022)</p> |
| <p>2.3 Ensure effective lifting and handling and keeping everyone safe.</p> | <p>Training on lifting and handling, provision of evacuation needs for Prep staff to support a Y1 child who is frequently dysregulated. All staff aware of health and safety issues relating to lifting and handling. Appropriate staff adequately trained. (CLI May 2022)</p> |
| <p>2.4 Ensure Medical Centre fully accessible</p> | <p>Relocate to ground floor? Sep 2023</p> |
| <p>3.1 Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> •Internal signage •Lighting and colour schemes •Accessible fixtures and fittings •Bookshare membership <p>Improve accessibility for hearing impaired students and visually impaired students (August 2021)</p> | <p>RNIB bookshare now offered to all students who also qualify for a computer reader, or to those with a visual impairment. (Sept 2021) [ongoing]</p> <p>Alternative methods of displaying information around school -new monitors purchased - and on school website (HBR/PJO Jan 2022)</p> |
| <p>3.2 To enable improved access to written information for students, parents and visitors.</p> <p>Ensure that reasonable adjustments are made for students and/or parents with a disability, medical</p> | <p>Marketing improvements and access to website, literature and communications improves with weekly newsletter, Parent post</p> <p>Prospective parents aware of reasonable adjustments available and documents provided to parents of prospective pupils with a learning difficulty/disability. Information Report on website. (Sept 2022 STA/SNI/SSM) Reasonable adjustments are made at point of admission and consideration for accessibility.</p> |

| | |
|--|--|
| <p><i>condition or other access needs so as they can be fully supported with education.</i></p> <p>Improved access to website/Firefly information</p> | <p>Learning support information moved to Teams due to Firefly removal (SSM Sept 22)</p> <p>Parents have access to improved Firefly site and RHSB hub. Students have easier access to work now on TEAMS and One Note – Firefly removed for homework for instance. Automatic reminders of tasks for students with poor organization, immersive reader features etc. used with ease (HBR/JMO/SSM/APA Sept 2022)</p> |
| <p><i>3.3 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>Continue to follow Rosenshine's principles when teaching and reflect on processes regularly. Note adaptations and strategies employed to encourage metacognition. (HBR Sept 2022)</p> |
| <p><i>3.4 Whole school approach to wellbeing and resilience – differentiate for SEMH as we do for learning. Better outcomes for vulnerable learners and they feel safe and valued. They know they can approach staff and their opinions and concerns valued.</i></p> | <p>Support to increase students' opportunities at school for day/boarding students to mix and share spaces. (ECU/HMO Sept 2021)</p> <p>The Hive and Wellbeing angels established within the school (HBR/ECU/JJO Sept 2021)</p> <p>Common rooms for Y7, 8 and 9 established (HBR/ECU/HMO Sept 2021)</p> <p>COVID accommodations – clear face masks, dividers, familiar classroom continuation etc. (HBR/RPU Sept 2021)</p> <p>Staff wellbeing and support – staff designated parking bays, treats for break time (HBR/ECU Sept 2021)</p> <p>New department area for SEND and resources improved to centralise wellbeing area of the school? (Sept 2023)</p> |
| <p>3.5 Currently, out-of-school provision caters for students with SEND</p> | <p>COVID wellbeing check ins, lessons and online support offered and students with SEND invited to attend school face to face</p> |

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 Head of SEND.

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 |