



ROYAL HIGH SCHOOL BATH

G D S T
GIRLS' DAY SCHOOL TRUST

SEND ACCESSIBILITY PLAN 2018-21 [SIOBHAN SMILLIE] 2019-20

1. 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 particular 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, 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 with regard to 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 or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her 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 of 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 offered admission 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. Whilst there is no automatic transfer between Key Stages, 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 her 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 ahead 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 2019	Next Review: June 2020
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Royal High School Bath (GDST) Accessibility Action Plan for 2018-2021

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 2018-21) 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 2018-19**, **Green 2019-20**, **Blue 2020-21**

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

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

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>1.1 Our school offers a differentiated curriculum for all students.</i>	To identify students who may need adapted or additional provision. Improve staff awareness of students' starting points so that expected progress can be measured across each stage.	DASH screening on entry to Y12 to check speed of handwriting. (Completed October 18) Results shared with appropriate staff and stored on SIMS.	HT, EYFS Leader, LBE SLT, SSM
<i>1.2 We use resources tailored to the needs of students who require support to access the curriculum.</i>	Scholarships, bursaries, prizes are awarded without prejudice and open to students with SEND.	New SS prize established for all round effort, worked out using data to measure improvement from exam results and other data year on year.(September 18) New PS prize established for 5Rs (July 19). Y10 student – visual impairment – knife glove obtained & to be used under supervision when cooking + written risk assessment by Head of Food (September 2019)	HT, HBR, LBE

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>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>Have a trial exam working in the sports hall for GCSE students to familiarise them with the environment.</p>	<p>HOKS</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>Staff training on hearing impairment awareness and Speech and Language – INSET and twilight training in Prep school</p> <p>INSET in September to inform staff about students with SEND and particular profile of needs. Remind and update staff about any changes to policies and procedures when identifying possible learners with SEND</p>	<p>SSM</p> <p>SSM. HBR</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>ICT used to support alternatives to written recording & promote independent learning- Doodle Maths app for all Y6. Reading Wise intervention for KS 2+3 (November 2018)</p> <p>All students in all year groups in the Senior school now BYOD. IPADS available for Prep school students. A German boarder given an English keyboard lap top as her BYOD has German layout and this will enable her to use the lap top in exams. Participation in Read Write Gold Trust trial. (April 2019)</p> <p>Make concrete apparatus and resources for Maths available for all in Prep School. (September 2018)</p> <p>Improved range of sensory resources - Wobble</p>	<p>SSM</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>cushion, Fidgety Feet & Theraputty purchased for EHC plan requirements (Feb 19) and cushions and sensory resources for senior school.</p> <p>Purchase ear defenders for exam access arrangements use (September 2019)</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>Adaptation and use of IT for hearing impaired student (Senior and Prep) (September 2018)</p>	<p>ECU,HHU, SSM</p>
<p><i>1.7 Curriculum resources include examples of people with disabilities.</i></p>	<p>Raise the profile of people with disabilities by assemblies, awareness days</p>	<p>Audit resources and displays for balance of racial and cultural material. Promotion strong female role models e.g. Women In Science display in SS Science block. (September 2018)</p> <p>Develop peer awareness & sensitivity towards difference at a school level – we are all different assembly APA (April 2019)</p> <p>Negative attitudes, beliefs and perceptions re individuals & groups challenged in class, wider school & society through extended tutor time sessions and PSHEE.</p> <p>Expand library resources to include Barrington Stoke reading books designed for students with dyslexia but used by all.</p> <p>Activities and outreach for Dyslexia Awareness Week 7-13 October 2019 including assembly</p>	<p>DCO/SLT</p> <p>SSM/APA</p> <p>HMO/RHO/CTR/NHA</p> <p>SSM/GMA</p> <p>SSM/ECU</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>1.8 Curriculum progress is tracked for all students, including those with a disability. SEND information tracked on CPOMS regularly and frequently updated.</i></p>	<p>Enhance tracking and monitoring systems in school</p>	<p>CPOMS log for SEND started (Dec 18)</p> <p>Review meetings in place for all students not making adequate progress in English, (Prep) Maths, and (Prep) Sciences. Put in place additional interventions and adjustments to reduce the gap in attainment.</p> <p>Data analysed after grades entered and exam results entered. This is used to monitor progress and make interventions including meetings with parents and additional help given with specific subjects e.g. Maths Help. Progress of all students with SEND discussed and problems acted upon at Learning Support Meetings. (October 2018)</p> <p>Prep School age related outcomes sent to SS HODS annually so they are aware of gifted and SEND students in their subjects.(September 2018 and July 2019)</p> <p>Liaise with SLT regarding MIDYIS/ALIS data (Senior and Prep) and reflect on value added data for students with SEND</p> <p>Begin collaborative target files for students receiving learning support</p> <p>Learning Support staff to liaise with Maths, Science and English departments and attend departmental meetings once a term to ensure progress is reflected in academic performance</p>	<p>SLT, HoYs, HoDs</p>
<p><i>1.9 Targets are set effectively</i></p>	<p>Continue to set challenging targets improve</p>	<p>Student profiles updated twice a year (October 2018)</p>	<p>SSM</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>and are appropriate for students with additional needs.</i>	communication between the support department, the student and staff	Set up overview provision for SEND and summary map of interventions	
<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.	<p>Started review and discussion about implementing a preferred layout of furniture and equipment to support the learning process in individual class bases so that participation and independence encouraged. INSET April 19</p> <p>Established the 6 C's so that students are helped to understand their own challenges and overcome barriers to learning and to value achievement – contribute to targets etc. Sep 19</p> <p>Deputy Academic Head to review curriculum on a subject by subject basis with HODs and SENDCO to reflect research and new developments in SEND</p>	SSM SBU HBR
<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	<p>Screening processes and impact of interventions critically evaluated. Alternative approaches explored.</p> <p>Review of admission forms, screening and entrance exams to ensure detailed profiles of students available. Meetings with other schools and networking opportunities available.</p> <p>Data on attainment with detailed staff comments passed from Prep School to Senior School HODs to inform planning and aid smooth transition to Senior School. Data stored in HODs areas. (July 2019)</p>	LBE SSM HHU HBR HHU/HBR/HODs

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>Establish contact with Calder House to enhance transition for students with SEND (Feb 2019)</p> <p>Bath Area SENDCO meeting and GSA meeting for SENDCOs (May/June 19)</p> <p>Head of Key Stage to liaise with Feeder schools to gain information re: SEND. Develop transition booklet for students with SEND joining YR, Y7.</p>	
<p><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 differentiating lessons for individual Students.</i></p>	<p>Inform staff about SEND information and procedures.</p>	<p>New induction booklet written for new staff (Sep 18)</p> <p>Information re: SEND now placed on SIMS and CPOMS (Dec 2018)</p> <p>Pupil Progress Meetings timetabled regularly as dedicated Staff Meetings once each term. Specific students discussed by staff to share best practice in supporting students with SEND, as well as other students who are a cause for concern. (September 2018)</p> <p>SEND teaching staff to attend core subject departmental meeting once a term to provide support for teachers re SEND advice</p> <p>Set up a before/after school 'open door' meeting for staff to meet with SENDCO</p>	<p>HBR, SSM</p>
<p><i>1.13 Student profiles include strategies for differentiating</i></p>	<p>Improve differentiation and inclusion. Promote</p>	<p>SS INSET on differentiation (JMC, June 2019) as part of twilight CPD programme, resources shared</p>	<p>SSM/HBR/JMC</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>lessons for individual Students.</i>	independence of students with SEND	<p>with all on Firefly. Techniques shared to include scaffolding, thinking time, modelling, sharing key vocabulary visually.</p> <p>Departmental reviews to include book scrutiny to comment on differentiation and provision for students with SEND. Lesson observations to include record of those with SEND in class and strategies employed to support their learning. A focus in professional dialogue following observations as part of appraisal and departmental review. (September 2019 ongoing)</p> <p>School project to develop homework opportunities to include more choice and reflect whether this has a positive impact for students with SEND. (April 2019)</p> <p>Study skills explicitly taught through Elevate sessions and for identified students in Year 11 revision sessions. (Autumn Term 2018). Supervised study for Year 11 and 6th Form. (Spring and Summer Term 2019)</p> <p>Develop use of TAs through giving them training aimed at support of specific students. use of TA's etc. (September 2019)</p> <p>Designate a TA to support boarding students with SEND during Prep times</p>	HBR/SLT HBR/BLA SSM/CTR/NHA SSM
<i>1.14 Previous staff INSET training</i>	Inform staff of latest research and update knowledge of SEND	List previous INSET, CPD within etc. offered this year. Tidy up and make staff aware of resources on Firefly.	HBR

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
		PS CPD list available from PLT (Staff attention drawn to these resources at whole staff meeting – staff INSET April 2019)	
<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	Reduced timetables, flexible attendance for certain students etc. Prep school meetings with parents for Literacy, Numeracy and SEMH ‘Your Daughter’ evenings for Prep and senior school parents (From September 2019 – ongoing) Set up parent SEND newsletter once a term for students with SEND. Parent and student surveys to seek ways to improve communication.	SSM, SLT, LBE, GDST
<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	Twilight training with professional organisations, termly meetings with other GDST SENDCO's and those within the Bath area and GSA network. Meeting with neighboring state primary school (Feb 19)	SSM
<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.	Review and collect an overview of trips, clubs and other opportunities offered to the students throughout their school life (July 2020). ALE coordinating a termly list of clubs and JHU established a register of attendance (Sep 19). Outreach opportunities coordinated by ZSH	

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>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.</i></p>	<p>Improve screening processes for the Prep School – screen in Y4?</p>	<p>Up to 21 laptops needed for GCSE & A Level exams in Sports Hall (+ 10 allocated for Y9 internal exams) (April 2019)</p> <p>Laptop implication going forward – number needed is not going to go down – needs resourcing (April 2020)</p> <p>Adding in rest-breaks & extra time for 30+ GCSE & A Level students – additional staff cover required (April 2019)</p> <p>First steps taken in budgeting and consideration about staffing of public exams – cost /time implications (invigilators) (January 2019) Review of current practice – July 2019</p> <p>Planning for expanding cohorts of students with SEND e.g. use of separate room/word processors/computer reader facilities</p> <p>Assessment time for SENDCO released as two staff training and almost completed Level 5 qualifications to expand teaching time for students with SEND (Sep 19).</p>	<p>HOKS/PJO/SSM</p>
<p><i>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</i></p>		<p>Student profiles and information scanned in to SIMS/pGeneral/General drive to become fully electronic (July 19)</p> <p>Review structure of student one page profiles and Learning Support Register and update system to ensure most current available (July 20)</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>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.</i>			
<i>1.20 SENDCO regularly attends twilight training at PATOSS both local group and national.</i>	SENDCO to keep informed of current good practice	SENDCO to attend PATOSS local group meetings (3 a year)	
<i>1.21 Where appropriate, dyslexic students are excused from studying a foreign language or other subject to ease their curriculum load.</i>	Individualised learning programmes put in place for students with SEND	Several students have an individualised curriculum or lighter timetable to support learning (September 2019) PS pupils only study one language if have SEND needs (Nov 2018)	HBR
<i>2.1 The environment is adapted to the needs of students as required.</i>		Specifications for new Music School have taken needs of disabled Students & adults into consideration (aiming to be operational January 2020) – work started March 2019 PS is fully accessible although classrooms would need to move to accommodate needs (September	DFO/MBR

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
		2019)	
<ul style="list-style-type: none"> Ramps 		Ramp at main entrance to new Music School (January 2020)	DFO/MBR
<ul style="list-style-type: none"> Elevators 		Not possible because of the Grade 2 listing of the main building in the Senior School, but two in Prep School.	
<ul style="list-style-type: none"> Corridor width 		Broad corridors built into downstairs plan of new Music School (January 2020)	DFO/MBR
<ul style="list-style-type: none"> Disabled parking bays 		Two in place at the Prep School (September 2018) Consider disabled parking at Senior school rear of school	
<ul style="list-style-type: none"> Disabled toilets and changing facilities 		Disabled WC with wheelchair access on ground floor of new Music School (January 2020) PS has disabled toilet	DFO/MBR
<ul style="list-style-type: none"> Library shelves at wheelchair-accessible height 		Banisters at appropriate height in the new Music Room (January 2020)	DFO/MBR

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"> <i>Other sensory needs considered</i> 	Improve sensory resources available in school	<p>Equipment purchased for Prep school students- wobble cushions, fiddle toys, reading rulers, pencil grips, rulers with raised handles, maths equipment available for all e.g. counters, on all tables - (Sep 2018)</p> <p>Establish a sensory garden (Evie's garden) and provide quiet zones for reflection. (July 19) Establish mobile free zones in the school. (July 19)</p> <p>Purchase weighted blanket/toys for younger students with sensory needs (July 2020)</p> <p>Prep school –playground zones with active and quiet areas</p> <p>Set up 'Whisper Wednesday' club/zone for senior school lunch time once a week for students to chill out with no expectation to work or socialise. Establish a suitable space, buy beanbags, hand puzzles, solitaire, packs of cards, low lighting etc.</p>	SSM
<p><i>2.2 Ensure that reasonable adjustments are made for students with a disability, medical condition or other access needs.</i></p>		<p>Recital room will be on the ground floor of the new Music School (January 2020)</p> <p>Recording capability in ground floor recital room of new Music School (January 2020)</p> <p>Consider situation of support teaching rooms/careful room scheduling for wheelchair user/physically disabled students.</p> <p>One practice room will be on the ground floor of the</p>	DFO/MBR

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>new Music School (January 2020)</p> <p>'Hearing loop' will be available in the new Music School (January 2020)</p> <p>Consider main door into school – automated for disabled access and ease of deliveries and recruitment of staff</p> <p>Flexible and ease of communication between home and school with system to allow parents to leave messages 24 hours a day in different categories – reporting absence, messages for tutor, boarding etc.</p> <p>Procedures for safe evacuation of disabled students in place (Prep school September 19)</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</p>	<p>Prep School staff trained in use of Roger Hearing Pen & Prep School IT equipment adapted for hearing loss pupils (September 2019)</p> <p>Downloading relevant text-books for Y10 (visual impairment) from Bookshare (September 2019)</p> <p>Consider hearing induction loops for SH and Prep school hall.</p> <p>Consider colour coding areas, use of pictorial/symbolic representations for signage around the school</p>	<p>SBU/SSM</p>
<p>3.2 To enable improved access to written information for students, parents and visitors.</p>	<p>Improve access to website/Firefly information</p>	<p>Participate in GDST Read/Write trial and consider purchasing the resource (April 2019)</p>	<p>SSM/PJO/</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>Discuss Text to Speech/Speech to text resources with IT department e.g. One Note version</p> <p>Raise awareness amongst school community that text to speech and speech to text software can be enabled on website</p> <p>Explore website translator available through Google</p> <p>Review all current school publications and promote the availability in different formats for those that require it</p>	<p>JMO</p>
<p>3.3 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.</p>		<p>Auditing of schools policy and practices to improve outcomes for students with medical conditions. Parent questionnaires to identify that they feel their child is safe in school.</p> <p>Named adults/teachers as a point of reference regarding specific needs or conditions as appropriate and use of medical cards or support cards established. (September 2019)</p>	
<p>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</p>		<p>Undertake an audit of staff training requirements – discuss perception of issues with staff to determine current status of the school (September 2019)</p> <p>Dyslexia Awareness week – invite BDA and others to visit school and raise awareness. Develop peer awareness and sensitivity towards difference at a school level. Negative attitudes, beliefs and</p>	<p>HT, SLT, EYFS leader, LBE, SSM</p> <p>SSM</p> <p>HOKS, SSM</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>achievement – contribute to targets etc.</i></p> <p><i>Screening processes and impact of interventions critically evaluated. Alternative approaches explored.</i></p>		<p>perceptions towards individuals and groups challenged in class, wider school and society.</p>	<p>SLT, HOYS, HODS</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>Student voice recognised and fostering good relations across all characteristics. Opportunities for students to evaluate their own performance – 6c's and their views routinely sought to inform planning for physical or sensory adaptations – Evie's garden and charity funding</p> <p>Awareness that students with SEND are vulnerable to bullying and support/monitoring in place - INSET.</p> <p>Life events – births, loss, bereavements, trauma, anxiety, insecure attachment, social communication difficulties – opportunities for respite, withdrawal. Consider impact on staff and need for training to manage these occurrences – counselling sessions offered to staff. (Sep 19)</p> <p>Improve transition times for boarders- preparing for weekends, start of holidays, beginning of term, moving from lesson to lesson, structured to unstructured –break to lessons, changes of staff, school to home etc.</p> <p>Establishing areas where students can meet, sit and talk. Use of seating, planting to enhance outside</p>	<p>ECO, ECU, SSM</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
		space.	
<i>3.7 Currently, out-of-school provision caters for students with SEND</i>		Review all out-of-school provision to ensure compliance with legislation. Consideration of trips/visits/cultural activities – PE in other Trust schools – D of E, transport, entry to monuments, hotels etc.	SLT / JHU
<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>		LGBTQ+ INSET and club, events, issues and diversity groups represented. (September 2018) Religious clothing or jewellery allowed as long as it is consistent with the school's uniform policy and health and safety and/or sensory requirements. Trousers option to be added to the uniform policy to meet equality/ SEND needs (September 2019) Visitor toilets gender neutral (September 2018).	

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