



EDGEBOROUGH SCHOOL

Accessibility Plan (2021 – 2024)

(including EYFS and Boarding)

Contents

Introduction 3
Definition 3
Admissions 3
Access to the Curriculum..... 4
Physical Environment..... 4
3 Year Accessibility Plan 5

Introduction

Edgeborough is strongly committed to providing the highest quality of teaching and learning and support to all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive, wherever possible, to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs and/or disabilities can bring to the School. At Edgeborough we are committed to accessibility for every member of the community (pupils, staff, parents and visitors) but this policy concentrates on accessibility for pupils.

Definition

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

This plan sets out the proposals of Edgeborough School to increase access to education for disabled pupils in the three key areas required by the Equality Act (2010):

- 1.increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum;
2. improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled;
3. improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

Admissions

The School asks all parents to complete registration forms in respect of a prospective pupil. As part of these parents are asked to provide details of the nature and effect of any (potential) disability, medical condition or special educational needs and requests that subsequent disclosures will be made, if required. Subject to this, the School will be sensitive to any requests for confidentiality. The purpose of obtaining this information is to allow the School to consider any adjustments it might need to make.

Parents of a disabled or potentially disabled child are required to provide full disclosure of any medical, educational psychologist or other reports regarding their child's disability, medical condition or special educational needs. In assessing any pupil or prospective pupil the School may take such advice and require such assessments as it regards as appropriate. Failure by parents to make the necessary disclosure of information may prevent the School from making adequate provision of support.

The School recognises the potential enhancement to school life and education provided by inclusive

policies, however equal importance will be attached to ensuring that no pupil's education is impaired by this approach. The School's pastoral care system provides strong support for all pupils whether disabled or otherwise. Where pupils need particular treatment or medication the School's Matron provides necessary assistance. The School also has a strong Learning Support Department (LEAP) to provide support to pupils with learning difficulties. Lastly, the School also has a School Counsellor, and external Listener and access to educational psychologists should their professional help be deemed appropriate.

Access to the Curriculum

The teaching staff regularly reviews its teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are, where reasonably practical, removed. We promote the importance of using language that does not offend.

In order that pupils with defined disabilities have an improved access to the curriculum, either a Individual education Plan, or Health Care plan will be drawn up in consultation with pupil, parent and relevant lead at school (SENDCO, Matron, Deputy Head Pastoral). This plan is made securely available to those teachers working with the pupil and it is updated at least annually (A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.) Special Educational Needs and Disability (SEND) Code of Practice (2014).

The Head of LEAP (SENDCo) briefs the teachers, updates the school SEND database and meets with individual pupils and their parents to discuss their needs. The School will make reasonable adjustments for the sitting of examinations following consultation with the Head of LEAP. All requests for assessment should first go through the Head of LEAP. It is also possible that pupils who encounter physical or emotional disability in the period up to the exams may be, with consultation, awarded special arrangements.

Physical Environment

One of the obvious problems which the School has (in common with many other schools) is the site which covers a wide area and consists of many separate and some old and historic buildings of several storeys and without lifts, which have grown up since the School was founded. Another is the system, again common to many schools, of having some fixed classrooms for each subject, based on the valid ground of having all the facilities for one subject in one place. This requires pupils in many parts of the school to go from classroom to classroom, often up steps or stairs in buildings without lifts.

We review and take steps to improve the physical environment of the School in order to increase the extent to which any disabled pupils are able to take advantage of education offered by the School. Where possible and necessary due to building design, lessons will be timetabled in accessible classrooms.

3 Year Accessibility Plan

Year 1 (2021 -22) – Data collection and planning phase			
<u>Targets</u>	<u>Strategies</u>	<u>Responsible</u>	<u>Criteria & timescale</u>
Site survey	In order to deliver the best possible outcomes, the plan should be based on quality data. A site survey was undertaken (in 2017) to produce layout plans of buildings and external areas. We have commissioned a Master Plan. Accessibility will be a focus point in the Master Plan.	Bursar + Governors	CAD plans delivered with each space numbered and areas of rooms and external areas. Master plan expected completion March 22.
Review Policy	The Accessibility Policy will be reviewed and updated. It will also be aligned with other policies and procedures to ensure that these complement each other going forward.	ELT	Ongoing
Liaison review	Review current measures to ensure they promote close liaison and collaboration particularly between School & families, as well as School & outside agencies	Bursar + ELT	Identify improvements to existing measures (Jan 2022)
Space utilisation	Following receipt of the layout plans an in-depth review of space and timetabling will aim to identify issues and help determine priorities. There may be easy to implement changes which improve inclusivity (location, room selection, ground floor access, etc)	Maintenance + ELT	List of priorities produced (Summer Term 2022)
Identify Barriers (existing) – built environment	Survey the site to identify existing physical barriers such as: narrow doors, steps, geography of site, level access, use of colour, induction loops, acoustics, etc. Canvas the opinion of students, House parents and engage Parents in the survey.	Bursar + Maintenance	Produce a list of the recommendations (Summer Term 2022)
Identify Barriers (existing) – delivery of information	Survey students, teachers & parents regarding how information is communicated and identify improvements.	Bursar + SDH	Produce a list of the recommendations (by Sept 2022)
Personal Emergency Evacuation Plans (PEEPS)	Complete & implement a PEEPS procedure for all staff and students who might require assistance in an emergency and record the measures to be taken.	SDH	Ensure the responsibilities are recorded and implement any measures agreed (pending)
Review	Year 1 is mainly about collecting quality information to allow targeted and accurate improvements. The information is to be reviewed and a development plan produced.	Governors + ELT	Agree & establish a development plan for the start of Year 2 (Sept 2022)

Year 2 (2022 - 23) – Development phase			
<u>Targets</u>	<u>Strategies</u>	<u>Responsible</u>	<u>Criteria & timescale</u>
Development plan	Establish a plan of minor & major projects which will strongly improve accessibility and secure better access to buildings & grounds. Cross check the specification against the Estates Design Guide.	Maintenance + Bursar	Agree project priorities based on weight of improvement (likely Sept 2022)
Maintenance plan	Establish continuous planned works which contribute to accessibility improvements in line with the Estates Design Guide but which can be worked towards throughout the year. Typically these will be small maintenance improvements such as: <ul style="list-style-type: none"> • Door widening • Access control to buildings • Switch & socket re-location • Level thresholds • Colour scheme enhancement • Welfare facilities • Whiteboard walls 	Maintenance + Bursar	Produce the Planned Preventative Maintenance schedule including accessibility upgrades (est Sept 2022)
Communications plan	Scrutinise how information to outside agencies, parents & students is conveyed and how successful it is. Following receipt of the layout plans an in depth review of the IT infrastructure will show areas for improvement and whether data all parts of the site offers opportunities for improved access to information.	ELT, Maintenance and IT	List of priorities produced (Easter 2023)
Building projects	Implement agreed refurbishment & new building priorities. Design, cost & submit planning and conservation officer applications to the LA.	Bursar	Dependent on size of project forecast completion dates.
Maintenance projects	Plan work to be completed from schedule. Agree projects with wider School and set timescales, order materials and submit any necessary BR notices.	Bursar	Complete schedule by year end (Aug 2023)
Review	Review Year 2 progress, and adjust the Year 3 plan to accommodate any recommendations	Governors & ELT	Ensure the responsibilities are recorded and implement any measures agreed (Aug 2023)

Year 3 (2023 - 24) – Continuation of development phase			
<u>Targets</u>	<u>Strategies</u>	<u>Responsible</u>	<u>Criteria & timescale</u>
Building projects	Continue with the Implementation of agreed refurbishment & new building projects.	Maintenance	Complete projects by Aug 2024
Maintenance projects	Plan work to be completed from the PPM schedule at the start of Year 3. Agree projects with wider School and set timescales, order materials and submit any necessary BR notices.	Maintenance	Complete schedule by year end (Aug 2024)
Communications projects	Implement projects to upgrade communications infrastructure relating to data, phone & mobile devices, classroom technology etc.	Maintenance and IT	Complete projects by Aug 2024
Review	Review Year 3 progress, and feed recommendations into the new 3-year plan (2024-2027). Review how successful it has been including feedback from all stakeholders.	SLT + Bursar	Analyse performance against the aims of the plan and policy (Aug 2024)
Formulate subsequent 3-year plan	Based on the analysis of the previous 3 Year plan, devise the next 3 year plan and allow for further surveys if necessary.	Governors, Maintenance, IT & SLT	Ensure new plan is agreed in time for the start of term (Sept 2024)