



## ACCESSIBILITY PLAN 2020-2023

**Policy Custodian:** *Bursar*

**Approving Governors Committee:** *Full Governing Body*

**Approved:** *March 2020*

**Next Review:** *March 2021*

| Target   | Action  | Lead  | Outcome  | Target Date                       |
|--|---|---|--|-----------------------------------|
| 3 (2) (a) Increasing the extent to which SEND pupils can participate in the school's curriculum. |   |   |  |                                   |
| Ensure that all pupils have equal access and benefit equally from the curriculum.                | <p>To monitor any disabled pupils' achievements in external examinations, internal 'Trials' and grading sessions.<br/>Use of standardised tests where appropriate to identify pupils' position in the cohort (e.g. MIDYIS).</p> <p>To ensure that all teaching staff of any disabled students are informed of individual pupil's needs.</p> <p>Support processes introduced for pupils with hearing impairment following withdrawal of local authority services.<br/>Ensure that the Learning Support Department is staffed and accommodated appropriately.</p> | <p>Head of Learning Support, Heads of Departments, Heads of Year, Learning Assistants and individual teachers.</p> <p>Examination Officer</p> | <p>SEND pupils achieve their full potential. SEND pupils are monitored and are not disadvantaged in any way.</p> <p>Necessary adjustments made for each pupil. Access to the school gradually improved for disabled people.</p> <p>Ongoing analysis of data suggests no distinction in performance between disabled pupils and other pupils.</p> | Monitor progress in February 2021 |

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|  | <p>Wherever appropriate, curriculum and timetable modification is considered.</p> <p>Room modification has and will be used in future to ensure ease of access.</p> <p>Extra resources such as duplicate text books and coloured overlays to be made available where necessary.</p> <p>One to one and in class support is available where necessary.</p> <p>Academic Departments encouraged to develop a consistent approach to differentiation to support SEND pupils</p> <p>Correct Access Arrangements for external examinations are put into place.</p> <p>Interview with Careers Co-ordinator to ensure good choice of subjects as boys move through the school.</p> <p>Access to School Counsellor through pastoral or self-referral.</p> |                 |                 |  |
|  | <p>Pastoral leaders to increase awareness of particular aspects of</p>  | <p>As above</p> | <p>As above</p> | <p>Monitor progress in February 2021</p> |

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|  | pastoral care, such as bereavement, mental health, etc.  |                          |   |                                   |
|  | <p>Pupil tracking will be used for all years to provide further understanding of pupil learning in the school.</p> <p>Each pupil's performance is benchmarked against our expectation (derived from analysis of baseline data) of his attainment.</p> <p>A statistical analysis of pupil, departmental and whole school performance is prepared each year once remarks have come in. Within this, there is always a focus upon performance of SEND pupils.</p> <p>Every department will maintain detailed, cumulative records regarding pupil achievement. The school will support them by, wherever possible, determining prior performance in feeder schools. Information will be analysed to inform teaching and learning strategies.</p> | As above                 | As above  | Monitor progress in February 2021 |
|  | Maintain accurate SEND information on ISAMS to ensure that staff are accessing the most up to date information in order to better inform teaching and support of pupils. Ensure that staff are   | Head of Learning Support | All relevant SEND documents concerning individual pupils will be accessed by staff using the school database. | Monitor progress in February 2021 |

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|  | <p>trained to access this information when required.</p> <p>Develop a whole school system for recording class based support so it can be monitored from both a whole pupil and department perspective, thus ensuring effective, individualised support and facilitating the sharing of best practice.</p> <p>Obtain access to and encourage the use of accessible resources for SEND students.</p> <p>Head of Learning Support to work alongside the Director of Studies to further develop tracking in order to monitor progress of SEND pupils</p> |  | <p>An internal learning support report system will be in place.</p> <p>Resources for SEND students will be available</p> <p>Improved and more effective SEND tracking will be in place.</p> | <p>Monitor progress in February 2021</p> <p>Monitor progress in February 2021</p> <p>Monitor progress in February 2021</p> |
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| <b>Target</b>   | <b>Action</b>  | <b>Lead</b>       | <b>Outcome</b>  | <b>Target Date</b>             |
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| 3 (2) (b) Improving the physical environment of the school for the purposes of increasing the extent to which SEND pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school. |  |                   |   |                                |
| Improve access to the Design Centre.  | Install automatic door opening sensor to the main entrance.  | Buildings Manager | Immediate accessibility on approach to the building.                      | Completed September 2016       |
| Improve accessibility to History Block.   | Install lift in the History Block.   | Buildings Manager | Broader access to new History facilities.                                 | Completed September 2016       |
| Increase the range of accessible facilities.  | Install accessible WC facility in the History Block.   | Buildings Manager | Improved provision for pupils with disabilities.                          | Completed September 2016       |
| Improve accessibility to the Print Room.  | Install level access and ramp facilities to the Print Room facility.                                 | Buildings Manager | Improved access for pupils with disabilities.                             | Completed September 2016       |
| Improve dining facilities for SEND pupils.  | Redecorate Dining Hall and furniture in lighter colour.  | Buildings Manager | Improved environment for pupils with disabilities.                        | Completed September 2016       |
| Great Hall AV facilities.   | Upgrade AV equipment to improve visual and audio presentation facilities. Install hearing loop.      | DHIS              | Improved environment for pupils with disabilities.                        | Completed December 2016        |
| Corridor refurbishment.   | Removal of potential trip hazards through resurfacing worn areas.                                    | Buildings Manager | Improved mobility.  | Completed during Summer Works. |
| Fire alarm improvement.   | Install visible flashing light alarms to alert pupils, staff and visitors with hearing difficulties. | Buildings Manager | Improved safety for pupils, staff and visitors with hearing difficulties. | Completed September 2017       |
| Learning Support Office.  | Provide level floor access from corridor.  | Buildings Manager | Improved accessibility for pupils, staff and visitors.                    | Completed September 2017       |
| Improve access to WC in MFL   | Refurbish WC to improve access.  | Buildings Manager | Improved accessibility for pupils, staff and visitors.                    | Completed September 2017       |
| Physics Lab 13  | Install height adjustable desks where required. Install gas and water in PH13 to allow Chemistry     | Buildings Manager | Improved accessibility for pupils.  | Completed September 2018       |

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|  | lessons for pupils with reduced mobility.  |                   |   |   |
| Improved access from Design Centre to OMT Car Park.    | Construct wheelchair accessible pathway.   | Buildings Manager | Improved mobility and safety.   | Completed Feb 2020                      |
| Improve exam provision.                                | Provision of individualised exam spaces where required.                                | Buildings Manager | Improved accessibility for exams.                                     | Completed September 2018                |
| Walkway maintenance.                                   | Refurbish pedestrian walkways in Inner Quad and Flagstaff path.                        | Buildings Manager | Improved accessibility for pupils, staff and visitors.                | Completed September 2018-September 2020 |
| Improve access to Geography.                           | Include accessibility during planning for Geography Building.                          | Buildings Manager | Improved environment for disabled pupils.                             | Completed February 2020                 |
| Improve access to Surgery.                             | Build a Health Centre within the main School perimeter.                                | Bursar            | Improved accessibility for pupils and staff.                          | Completed February 2020                 |
| Improve accessible hygiene / WC facilities for pupils. | Build a modern Hygiene facility alongside the new Health Centre.                       | Bursar            | Improved hygiene provision for pupils with disabilities.              | Completed February 2020                 |
| Wheelchair desk access.                                | Install height adjustable desks where required.  | Buildings Manager | Improved accessibility for pupils.                                    | Completed February 2020                 |
| Improve access to Swimming Pool.                       | Procure cushion lift.  | Bursar            | Improved access to swimming for pupils.                               | Completed January 2020                  |
| Improve lift access                                    | Install automatic openers on existing lifts.   | Buildings Manager | Allows for unassisted lift access.                                    | Completed September 2019                |
| Evacuation Point                                       | Installed Evac Chair and Wireless Refuge Point communication system to South Corridor. | Buildings Manager | Allows rescue from West end of South Corridor.                        | Completed September 2019                |
| Chair Lift Installation                                | Install chair lift to West end of halflanding outside the Library.                     | Buildings Manager | Allows access to Library and Library from West end of South Corridor. | Completed September 2019                |

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| Refurbish Undercroft Toilets   | Provide disabled WC shower and toilet facilities to Undercroft WC facility.                  | Buildings Manager | Improved design and layout to allow better access and facilities. | Completed September 2019 |
| Fit RADAR locks to all disabled WC                                     | Install standard locks to all disabled WC facilities to prevent unauthorised use.            | Buildings Manager | Standard disabled lock system across site.                        | Completed September 2019 |
| Convert existing WC into disabled changing room in swimming pool area. | Provide individual changing area for disabled changing.                                      | Buildings Manager | Improve changing facility for disabled students.                  | Completed September 2019 |
| Refurbish disabled changing in sports complex.                         | Improve disabled changing facility in sports department.                                     | Buildings Manager | Allow for fit for purpose changing area in sports department.     | Completed September 2019 |
| Improve access to Biology.   | Develop plans to refurbish Biology Department and improve accessibility to all laboratories. | Buildings Manager | Improved accessibility for pupils.                                | September 2020           |
| Improved access to sports facilities.                                  | Include accessibility during planning for Indoor Sports Development project.                 | Director of Sport | Improved accessibility to sports facilities.                      | September 2021           |

| <b>Target</b>   | <b>Action</b>   | <b>Lead</b>    | <b>Outcome</b>  | <b>Target Date</b>                |
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| 3 (2) (c) Improving the delivery to SEND pupils of information which is readily accessible to other pupils. |   |                |   |                                   |
| To ensure that parents and guardians are fully informed.  | Review information sent to parents and guardians to ensure it is accessible.<br><br>Ensure that parents are able to receive information in accessible formats | Head Master    | All parents receive information in a format appropriate to their needs e.g. audio, large print.<br><br>Staff produce routine information for pupils in appropriate format | Monitor progress in February 2021 |
| To improve communication with SEND pupils and users.  | Review the website to ensure that it is clear, simple and easy to use.<br><br>Publish information in an appropriate format as required                        | Deputy Head IS | Delivery of information is improved.  | Monitor progress in February 2021 |

| <b>Target</b>   | <b>Action</b>   | <b>Lead</b>                     | <b>Outcome</b>                           | <b>Target Date</b>            |
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| 3 (2) (d) Arrangements for pupils with disabilities sitting examinations                                  |   |                                 |  |                               |
| Ensure that all pupils with disabilities who are sitting public examinations are adequately provided for. | For pupils who have disabilities which require them to sit in a separate room, we ensure that a room is provided with separate invigilation and that the pupil, if appropriate, is entitled to supervised rest breaks in addition to any other access arrangements that the SENDCO may have already approved.<br><br>For pupils with impaired vision, we provide enlarged examination | Examinations Officer<br><br>DHA | All pupils achieve their full potential. | Monitor progress in July 2020 |

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|  | <p>papers and seated near the front of the exam room.</p> <p>For pupil with hearing impairment, we provide a live speaker or allow them to take their listening exam in a separate room and use headphones and a CD player (depending on their individual needs and preference). In addition to this, they are seated near the front of the main exam room to ensure they can hear the instructions and time announcements clearly.</p> <p>For pupils with asthma, in addition to the pupils own inhaler, the medical centre holds spare inhalers,</p> <p>For pupils with diabetes, the lead invigilator holds the pupil's glucose meter, insulin and any snacks provided by the pupil before the session begins. The pupil is given supervised rest breaks to test their blood sugar and consume the snacks or take insulin as required.</p> <p>Pupils with severe hypermobility are entitled to supervised rest breaks and a word processor when appropriate.</p> |  |  |  |
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|  | <p>Pupils with conditions that require them to leave the exam room quickly, such as ulcerative colitis, are seated close to the exit and entitled to supervised rest breaks.</p> <p>Pupils with long-term or short-term pain, such as back or shoulder injuries, are entitled to supervised rest breaks and the use of a word processor when appropriate.</p> <p>Students with learning difficulties are regularly monitored by the Learning Support Department and the SENDCO who decide on the appropriate access arrangements for their examinations.</p> <p>Students with medical difficulties are monitored by the School Nurse and the Examinations team and, in consultation with the Head of Learning Support, appropriate access arrangements are put into place for their examinations.</p> <p>Ensure that relevant staff engage in annual update training in exam regulations.</p> |  | <p>Staff have adequate knowledge to plan, implement and monitor access arrangements.</p> |  |
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