

Accessibility Plan (2025-2028)

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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 SEND pupils can participate in the curriculum
- Improve the physical environment of the school to enable SEND pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to SEND pupils

At St Edmund's, our intention is to increase and eventually ensure that all SEND members of our community have:

- complete access to the setting's environment, curriculum and information at St Edmund's School
- full participation in the school community.

St Edmund's prides itself on being a community based upon respect, good manners and kindness. We aim to treat all members of our community fairly and with respect and strive to create a culture whereby all individuals are not discriminated against in any way. This involves providing access and opportunities for pupils, staff, parents and visitors without discrimination of any kind, so that all can take full advantage of their education and associated opportunities.

The 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 and we have included a range of stakeholders in the development of this accessibility plan.

The school supports any available partnerships to develop and implement the plan and works collaboratively with multi-agencies, and stakeholders.

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

2. Principles

- Compliance with the Equality Act is consistent with our School's Aims, Equality Policy and Special Educational Needs and Disabilities (SEND) Whole School Policy.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against SEND pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties, governors have regard to the Equality Act 2010, and St Edmund's school:
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on their ability to carry out activities
 - respects the parents' and child's right to confidentiality
- St Edmund's School provides all pupils with a broad and balanced curriculum that is differentiated/varied, personalised and age appropriate.
- St Edmund's School is committed to providing an environment that enables full curriculum and co-curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- St Edmund's School is committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness.

3. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on 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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Therefore, this plan has been written in line with the following documents:

The SEN Code of Practice 2015, GOV.UK – DfE (Adobe pdf file)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The Equality Act 2010, GOV.UK – DfE , see page 29 (Adobe pdf file)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Statutory policies for schools, GOV.UK – DfE (Adobe pdf file)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf

Disability equality, Equality and Human Rights Commission

<http://www.equalityhumanrights.com/about-us/vision-and-mission/our-business-plan/disability-equality>

4. Monitoring and review

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 teacher and the governing body.

5. Financial Planning and control

The Head, Executive Group Senior Leadership Team and the Governor's Disability Policy Review Committee will review the financial implications of the accessibility plan as part of the normal budget review process.

6. Links with other policies

Inclusion is at the heart of what we do at St. Edmund's and is embedded into all our policies. This accessibility plan is predominantly linked to the following policies and documents:

- SEND policy
- Assessment policy
- Admissions policy
- Behavior management policy
- Curriculum policy
- Departmental handbooks
- Educational visits policy
- Equality policy
- Governor responsibilities
- Health and safety policy
- Risk assessment policy
- RSE and Health Education policy
- Safeguarding and e-safety policy
- Use of Reasonable force policy

These can all be accessed here:

[Staff Policies](#)

V1 – September 2018
V2 – September 2019
V3 - September 2020
V4 – September 2021
V5 – February 2022
V6 – September 2022
V7 – September 2023
V8 - September 2025

Date of next review September 2028

Signed:

SEN Governor:



Head:

Deputy Head (Educational Development)



Accessibility Action Plan

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in several areas and the relevant timescales for action to increase accessibility for pupils with SEND. The Head, the Head of Learning Enhancement and key stakeholders will review the Accessibility Action Plan annually. As part of this process, progress on these measures will be updated and reported to the governing body.

Accessibility Action Plan

Access to the Curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in skills and services sessions, lunch time and after school clubs, leisure and cultural activities or school visits.

Current Good Practice:

- We follow a quality first teaching (QFT) approach
- Our school offers a differentiated/variased curriculum for all pupils
- We use resources tailored to the needs of pupils who require support to access the curriculum
- *Curriculum resources include examples of people with disabilities*
- Transition meetings pre-prep, Junior school and Senior school as well as with schools of external candidates
- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with SEND
- The curriculum is reviewed to ensure it meets the needs of all pupils
- The appropriate provision of specialist teaching to meet pupils' needs
- Following advice of specialist teachers when adapting the curriculum
- Appropriate, regular staff training on SEN and disabilities
- 'Disability' as a rolling theme in Chapels, Curiosity Shops and PSHEE lessons
- Updated database identifying SEND pupils and containing advice on teaching strategies
- Reasonable adjustments are made to enable all pupils to participate in after school clubs, leisure and cultural activities or school visits
- Special risk assessments for trips and activities
- Adjustments as practicable or necessary in practical subjects, such as assistance from a peer or member of staff as available, observation rather than participation in the interests of safety etc.
- Adapting the Physical Education curriculum for pupils with disabilities
- Pre-prep and Junior school assessments in line to be more diagnostic and enable further support of SEND pupils
- Use of key-worker for pupils on SEND support register
- DoLE involved in TAG process to ensure equality for all
- Use of appropriate EAA and special consideration for TAGs to ensure barriers to success removed

- Breadth of clubs and societies aimed at inclusion for all
- Huge variety of House events and competitions aimed at inclusion of all
- EAA, adjustments and accommodations made for admissions candidates
- Calendar of events that could prove challenging for Neurodiverse students
- Regular liaison between SENCO and medical centre

Actions completed during the previous Accessibility Plans 2018-2025 include:

- Recruitment of head of AEN 2-18 to improve strategy and consistency of approach across the whole school (September 2018)
- INSET 'Language through Colour' (September 2018)
- Chapel on Dyslexia (October 2018 and October 2021)
- Celebration of Dyslexia Awareness weeks (October 2018, 2019, 2020, 2021)
- Re-branding of AEN department to Learning Enhancement to show commitment to inclusion and enhancement of learning for all pupils. (Lent 2019)
- Director of Learning Enhancement (DoLE) – Youth Mental Health First Aid Award (January 2020)
- Creation of Laptop in Exam policy in line with JCQ guidance (2020)
- Move to full provision of remote learning and remote access to curriculum via Microsoft office and Teams including staff, pupil and parent training (March 2020)
- Full provision of school access to Key worker and SEND pupils during the Covid pandemic (various points March 2020 – summer 2021)
- During lockdown - 64 members of the school community including, teachers and parents completed the Cache level 2 Understanding Mental Health (Summer 2020)
- DoLE – Cache level 2 Understanding Autism (Summer 2020)
- Regular contact and support from Kent's specialist teacher service (examples include: Occupational therapist visits (annually), hearing impairment service (termly), SALT – ongoing speech and language advisory slots)
- Reintroduction of Educare for whole school training, including SEND package (September 2020). More accessible for whole staff.
- Educare awareness courses – Dyslexia Awareness, ADHD Awareness, Autism Awareness (Summer term 2021)
- Introduction of SchoolCloud remote parents' evenings service – increased accessibility for SEND parents and for both parents to attend if childcare or living arrangement challenges. (2021)

- Introduction of Functional skills Maths and English qualifications to broaden curriculum for Non GCSE students (2025)
- INSET training for Dyslexia teaching and identification of Dyslexia (2025)
- Training sessions for students to familiarise with exam reading software (2025)
- Use of social stories to prepare Neurodiverse students for new or unfamiliar events (2025)
- Clear illustrated access arrangement instructions provided for Neurodiverse students (2025)
- Staff guidance regarding inclusion and medical protocols for diabetic episodes in examinations (2025)

Priority Area	Short term (2025-2026)	Outcome	Medium Term (2025-2027)	Outcome	Long term (2025-2028)	Outcome
Teachers are well equipped with a range of specialist skills to meet pupil needs	<p>Transition INSET on needs of the SEND cohorts .</p> <p>2-18 Teacher INSET training on ASC and ADHD.</p> <p>LE staff Level 2 Understanding Autism certificate (Michaelmas 2021)</p> <p>Staffroom poster on key points of Mainstream Core Standards (MCS) general inclusion and 4 broad areas of need to</p>	<p>Following INSET, teachers far more aware of needs of and strategies for SEND, including ASC and ADHD.</p> <p>CPD directly linked to needs of new cohort</p> <p>Quick visual guides and reminders of best practice.</p>	<p>LE department continues supporting teachers with strategies, especially for ADHD and Dyslexic students as the most prolific cohort.</p> <p>To build relationship with Specialist Teacher Service on a consultative basis for individuals.</p> <p>To liaise with local Sencos to share best</p>	<p>Teachers receive annual training and consultative support that assists them to plan for and meet varying pupil needs. (Monitored through SLT classroom observations)</p>	<p>LE department analyse levels of pupil need annually, working together to plan the next 2-18 training focus.</p>	<p>LE department plan strategically both individually and as a team to equip teachers to meet the needs of varying intakes and cohorts – ongoing and part of ‘assess, plan, do review’. (Monitored through SLT classroom observations)</p>

	<p>help support teachers with QFT</p> <p>Staff summary document to support ADHD and Dyslexia students in first wave teaching</p>	<p>Staff to implement strategies in first wave teaching</p>	<p>practice in termly meetings</p>			
<p>Data is used to identify potential SEND to support all pupil progress</p>	<p>Enhanced use of CEM data and IPRs to identify and monitor potential SEND pupils.</p> <p>SEND information to be embedded into departmental tracking spreadsheets, departmental discussions of pupils and ARC review meetings.</p>	<p>Teachers more involved in analysing Baseline data and creating targets in conjunction with their HoD.</p> <p>Improved knowledge and accountability as well as identification of areas of CPD.</p> <p>Recruitment of new Assessment coordinator to facilitate collation</p>	<p>Director of Studies (DoS) and Head of LE (HoLE) with Housemasters and Assessment Coordinator (AC) to identify pupils not on target and work with teachers to put appropriate intervention in place (ongoing).</p>	<p>Ongoing and improved teacher involved in thinking and implementing intervention such as clinics, taught clinics, SMART targets, 1:1s etc.</p>	<p>Head of Key Stages (HoKS) to be appointed.</p>	<p>Ongoing work with DoS, HoLE, AC and Housemasters, to support progress tracking and intervention. Embed a 2-18 intervention team who are experts in data analysis and middle management (comprised of Heads of Key Stage).</p>

		and analysis of data				
Pupil SEND information is embedded into planning, assessment and tracking	<p>Updated database with pupil information and strategies.</p> <p>Teacher access to more information about pupils and general SEND information via ISAMS.</p> <p>Progress of SEND pupils specifically addressed during departmental meetings.</p> <p>Focus on pupil engagement and progress in SLT observation schedule.</p>	<p>Following enhanced information on ISAMS, teachers readily download information on the SEND pupils in their classes.</p> <p>Teachers able to access pertinent information on SEND for quick reference.</p> <p>Continued acknowledgement that all teachers are teachers of SEND and monitoring progress is vital.</p>	<p>Recruitment of LE admin assistant to support with maintenance of records, database and LE administration.</p> <p>LE department and any teachers with passion/interest/knowledge to update and share information on Sharepoint and ISAMS.</p>	<p>DoLE engages in SEND strategic work, observations, appraisal and supporting teachers to support SEND pupils.</p>	<p>Creation of SEND representatives with responsibility for monitoring SEND pupil progress.</p>	<p>Passionate teachers with enhanced SEND knowledge, working across departments for the benefit of SEND pupils.</p> <p>Opportunities for peer mentoring and coaching in working with SEND pupils.</p> <p>Increased teamwork with LE and whole school departments.</p>

Exam Access Arrangements	<p>Reasonable adjustments made in class and all EAA facilitated for end of year exams.</p> <p>Continued communication from teachers to LE regarding potential EAA.</p> <p>Close liaison and feedback with parents and exams officer to anticipate potential issues and update policies and practice as required at JCQ training</p>	<p>Pupils' normal way of working embedded into the classroom.</p> <p>Pupils supported and assessed for EAA if relevant.</p>	<p>Training for more staff in providing EAA such as reading/scribing - continue to try and facilitate EAA for in-class end of topic tests where possible.</p> <p>Recruitment of a bank of professionals able to provide EAA on an ad hoc basis when needed.</p>	All SEND pupils to have full EAA for all tests and exams.	LE department analyse levels of pupil EAA need annually.	LE department plan strategically both individually and as a team to equip teachers to meet the EAA needs of varying intakes and cohorts.
Classrooms are optimally organised to promote participation &	To continue to follow advice from educational psychologists, doctors,	Specialist Teacher report proposes reasonable adjustments to make. Changes	Adaptations and adjustments are made by the pupils starting date e.g. new	New cohort, including pupils with disabilities, transition to	Regular contact is maintained with multi-agencies e.g. Physical Disability	The needs of pupils with SEND are considered in any refurbishments or new buildings works undertaken by the School

independence for all	occupational therapists, physical disability specialists to advise on pupils.	and adaptations begin, with individual pupils in mind.	academic year in September (but mindful that some students start part-way through an academic year)	School without incident of exclusion or lack of independence caused by the environment.	Specialist Teaching Service. Visits and consultations take place as required.	
Wider use of assistive technology in classrooms	<p>Updated version of Claro-read with more options for speaker, speed and easier access</p> <p>Pupils and teachers more digitally literate following Covid and remote teaching.</p> <p>Use of assistive technology for spelling, writing, reading research enabled in class via laptops or supervised use of pupils' phones.</p>	<p>LE staff are confident to demonstrate and use Claro-read with pupils.</p> <p>Greater digital confidence.</p> <p>Easier home/school communication and delivery of prep and key messages.</p>	<p>Software is installed where needed. Whole school staff training on use of Claro-read.</p> <p>Teachers coach pupils to inspire their confidence and try to embed in class as normal way of working.</p>	<p>Claro-read is readily accessible for pupils with a 'reader'.</p>	<p>Claro-read and Microsoft Read Aloud / dictate functions are embedded across the school not just in LE.</p> <p>LE department continue to review strategy for assistive technology.</p>	<p>SEND pupils routinely use a wide variety of assistive technology to work more independently.</p> <p>Once Microsoft dictate function is embedded, purchase of dictation software for examination 'scribing' to facilitate independence.</p>

	<p>Access to My School Portal (MSP) for prep and other communication.</p> <p>Access to GCSEpod as a positive result of Covid pandemic.</p> <p>Access to remote webinars, curriculum evenings, open days/evenings and dissemination of information for pupils and parents.</p> <p>New easier to access, focused website and marketing materials.</p>					
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<p>Facilitating support and curriculum access for pupils with SEMH</p>	<p>Wellbeing Centre launched September 2021. This provides a safe space for pupils, with activities and a wellbeing programme.</p> <p>'Wellbeing Wednesday' is themed according to pupils' needs - eg exam stress, anxiety etc.</p> <p>Peer listeners take a role in drop-in sessions (January 2022)</p> <p>Appointment of a permanent counsellor September 2021.</p> <p>In addition to drop-in sessions, counsellor</p>	<p>Particularly pertinent post Covid with a rise of pupils with SEMH</p> <p>Pupils able to drop in and receive ad-hoc support</p> <p>Empowering peers to support each other (through peer listening and Girls on Board)</p> <p>Increased awareness and improved information regarding mental Health for Senior Leadership and governors</p>				
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	<p>provides 1:1 therapeutic care.</p> <p>Counselling room has also been refurbished.</p> <p>Appointment of Reverend Joy Atkins, September 2021.</p> <p>Development of Girls on Board practitioners - 5 members of staff are now trained to deliver this intervention</p> <p>Designated Mental Health Lead - CJS - Carnegie Centre training in mentoring and coaching, as well as BSA course.</p> <p>Designated Mental Health</p>					
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	<p>Lead Governor - Maggie Carnegie - again, trained and putting wellbeing and mental health on the governors' agenda</p> <p>MHFA training was put on hold because of lockdown, but this is certainly an area for development.</p> <p>Carnegie Mental Health Award will be completed this year. This is an audit of mental health and wellbeing provision across the school, with evidence gathered across nine competencies</p>					
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	<p>Key worker/care plan implementation for those requiring additional pastoral support.</p> <p>Induction for students to LE and use of LE 2 as a recreation and safe space for students when common rooms are not an option.</p> <p>New games and resources for student to collaborate whilst mobile phone rules take effect</p>					
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Access to the physical environment

This includes improvements to the physical environment of the school and physical aids to access education.

Current Good practice:

The environment is adapted to the needs of pupils as required. This includes:

- Ramps
- Elevators
- Corridor width
- Disabled parking bays
- Disabled toilets and changing facilities
- Library shelves at wheelchair-accessible height
- The School layout covers a wide area and consists of many separate and some historic, even listed, buildings. Physical improvements are constantly made in line with the School's Accessibility Plan
- Provision of specialist or auxiliary aids and equipment e.g. appropriate seating or aids for the sight or hearing impaired
- Physical access to School buildings is carefully considered with reasonable adjustments routinely made on request, for example building of ramps and hand rails to make areas accessible, adjusting classroom layout etc.
- Commissioning education and health care professionals, such as occupational therapists or specialist teachers, for guidance on adaptations
- Moving the location/layout of classes and classrooms as required for pupils with physical disabilities
- Adapting seating and location of exams to support Neurodiverse students
- Digital clocks in teaching rooms to support students with difficulty reading analogue clocks.

Actions completed during the previous Accessibility Plan 2018-2021 include:

- Liaison with OT and updated Risk assessment, and personal evacuation plan for physically disabled student moving up to Senior School (academic year 2018-2019)
- Ramp to access Science
- Ramp to access swimming pool
- Purchase of three moveable wheel chair access ramps
- Purchase of posture chair in Science
- Evac chair now moved to Science central staircase
- We have increased the use of electronic 'Dorguards' on doors to increase ventilation for COVID and access for people with limited mobility.
- We have increased the use of PIRs in buildings so people with mobility issues don't have to use light switches.

- Carried out PEEPS in required buildings.
- Externally, improved our access routes around school with repairs and laying of tarmac.
- Improving external lighting following a school survey.
- Currently have 6 mini-bus transport routes and have a flexible and adaptable approach to pick ups/drop offs so all pupils can get to school
- Currently have access to a taxi service for airport transfers

Priority Area	Short term (2025-2026)	Outcome	Medium Term (2025-2027)	Outcome	Long term (2025 – 2028)	Outcome
School environment is optimally organised to promote participation & independence for all pupils	Occupational Therapist and physio therapist visit to recommend adaptations including access to changing rooms, toilet rails, outside ramps, accessibility doors, refuge points with emergency cords and intercom etc.	Adaptations within the 2025-2026 budget are made with individual pupils in mind.	<p>All adaptations completed, following OT/physio recommendations.</p> <p>Strategy to create permanent ramps to replace temporary ones in D and C Blocks.</p> <p>Adjustments: handrail for library steps and creation of a wheelchair shelter for the 6th form café.</p>	Disabled pupils can independently access the physical environment and function independently	<p>Regular contact is maintained with Occupational Therapy and other services. Visits and consultations take place as required.</p> <p>Second phase of Academic Hub will incorporate a DDA compliant lift.</p> <p>Access to the building will be DDA compliant.</p>	All pupils within the School can independently access the physical environment.

<p>School environment is optimally organised to promote participation & independence for all parents and visitors</p>	<p>Parents evenings to take place in person</p>	<p>SEND parents and pupils may easily access Parents' Evenings</p>	<p>Facilitation of another disabled parking space in Music Hall Car Park</p> <p>Increase in disabled parking in Giles Lane with strategy to improve number of disabled parking around school.</p> <p>All disabled parking spaces are clearly marked</p>	<p>Disabled pupils, parents and visitors will access school events more easily</p>		
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Delivery of Written Information for Pupils

This includes planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information is made available within a reasonable time frame.

Current Good Practice:

Our school uses a range of communication methods to ensure information is accessible. This includes:

- Internal signage

- Large print resources
- Induction loops
- Pictorial or symbolic representations
- Provision of different coloured papers and overlays for pupils with visual stress
- Cream paper
- Enlarged notes etc. for the visually impaired
- Provision of printed PPT/notes for pupils with slower processing, reading and/or writing
- School wide use of assistive technology that will read for pupils any document online, on Word, PowerPoint or PDF
- The School takes account of pupils' and parents' disabilities on all written information – such as calendars, reports, timetables, textbooks, newsletters, information about school events etc.
- Promotion of suitable font size and font for Dyslexic students

Actions completed during the previous Accessibility Plan 2018-2021 include:

- Enhanced use of technology and digital media following Covid
- Improved, easier to access and navigate website and marketing materials
- Junior School and Senior school reporting brought into line so ARCs look the same

Priority Area	Short term (1 year)	Outcome	Medium Term (2 years)	Outcome	Long term (3+ years)	Outcome
School information is readily accessible	Review information to parents/carers to ensure it is accessible.	Guidance issued. Information and letters in clear print and 'simple' English.	Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	SLT review of information to parents/carers to ensure short and medium outcomes have been met.	All parents understand at least the headlines of school information.

		Correspondence digitally available and key information website.				
Accessibility of written information for pupils and their parents with a disability, medical condition or other access needs	<p>Ensure that access requirements are sought as part of admissions process and that appropriate considerations are made</p> <p>To link to embedding of cream paper – pastel shared on backgrounds for teaching PowerPoints</p>	A proactive approach is adopted to identifying the access requirements of parents and making reasonable adjustments when possible	<p>Provide information in other languages for pupils or prospective pupils.</p> <p>Provide dyslexic friendly copies of set texts (e.g. using Barrington Stoke)</p>	<p>Access to translators, sign language interpreters to be considered and offered if possible.</p> <p>Working with MFL department to identify a bank of teachers who are fluent in other languages to help translate key documents and disseminate information.</p> <p>Contact and use of KCC translation service for</p>	<p>The School creates and offers information in alternative formats to meet the needs of pupils and their parents.</p> <p>Enhanced communication with all parents including EAL.</p> <p>Better understanding of pupils' needs and strategies to help them.</p>	Pupils and/or parents feel supported and included. Parents with a disability, medical condition or other access needs can fully support their child's education.

				<p>pertinent documents relating to pupils' needs.</p> <p>Continue to work closely with English department</p>		
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