



## **Accessibility Plan (2025-2028)**

### **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/variety, 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](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](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](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

This policy is reviewed annually.

**Date of next review September 2026**

**EOC/SRG/AEB**

## **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.

### **1. 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/variety curriculum for all pupils
- We use resources tailored to the needs of pupils who require support to access the curriculum
- 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 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
- Appropriate, regular staff training on SEN and disabilities
- 'Disability' as a rolling theme in Chapels, Curiosity Shops and PSHE lessons
- Database identifying SEND pupils and containing advice on teaching strategies is updated at least annually
- Reasonable adjustments made to enable all pupils to participate in after school clubs, leisure & 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
- 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
- Regular liaison between SENCO and medical centre
- Regular contact and support from Kent's local offer (examples include: Occupational therapist visits, hearing impairment service (termly), SALT – ongoing speech and language advisory slots)

**Strategic goal: Increase the extent to which disabled pupils can participate in the school's curriculum**

	<b>Short term (2025-2026)</b>	<b>Evaluation</b>	<b>Medium Term (2025-2027)</b>	<b>Evaluation</b>	<b>Long term (2025-2028)</b>	<b>Evaluation</b>
All teaching staff can identify needs and implement appropriate strategies for pupils with ASC, and ADHD	<p>to share strategies for any new joiners</p> <p>100% of teaching staff complete differentiation training</p> <p>Appropriate differentiation observed in 80% of lessons</p> <p>Reduction in staff SEND referrals for support meeting needs</p>	Annual transition SEND INSET and differentiation training completed Sept 25 (SRG)	<p>Appropriate differentiation in 90% of lessons</p> <p>SEND pupil progress consistently in line with non-SEND peers</p> <p>‘Autism Champions’ complete staff complete Level 2 Understanding Autism</p> <p>100% of teaching staff complete ADHD awareness training</p>		<p>100% of teaching staff complete Autism awareness refresher training</p> <p>Zero negative feedback from parents/pupils on differentiation</p> <p>40% reduction in staff SEND referrals for support meeting needs</p>	

<p>All teaching staff can identify potential dyslexia indicators and implement first-wave dyslexia-friendly teaching strategies</p>	<p>100% staff trained in dyslexia identification</p> <p>70% staff confidence in identification</p> <p>Dyslexia-friendly strategies in 75% of lessons</p> <p>Reduced time from concern to screening (currently 6 weeks → target 3 weeks)</p>	<p>Screening completed on entry into Year 7 Sept 25 (KAH)</p> <p>Current time from concern to screening is 3 weeks Nov 25 (SRG)</p>	<p>Dyslexia-friendly strategies in 85% of lesson</p> <p>All departments embed pastel backgrounds, accessible fonts as standard</p> <p>Increase in staff-initiated screening requests (proactive identification)</p>		<p>Dyslexia-friendly practice embedded universally</p> <p>All dyslexic pupils consistently achieve in line with cognitive ability (closing attainment gap)</p> <p>Reduction in late diagnoses</p>	
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<p>All staff understand and implement medical protocols for pupils with diabetes, epilepsy, and other conditions during lessons and exams</p>	<p>100% staff aware of medical protocols guidance location</p> <p>Zero exam/lesson incidents requiring emergency intervention</p> <p>Half termly Medical Centre-LE liaison meetings established</p> <p>Individual Healthcare Plans (IHCPs) for pupils, shared with staff annually</p>	<p>Individual Healthcare Plans (IHCPs) shared Sept 25 (AH)</p> <p>Fortnightly meetings between Head of LE and Medical Centre Oct 25 (SRG, AH)</p> <p>Staff guidelines published Summer 25 (SRG, AH)</p>	<p>Medical protocol training for all new staff</p> <p>Zero incidents maintained</p> <p>95%+ staff confidence in managing medical needs</p> <p>Continued positive parent feedback on medical accommodations</p>			
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## **2. 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 School layout covers a wide area and consists of many separate and some historic, even listed, buildings. Physical improvements are constantly made and include:

- Installation of permanent ramps, plus purchase of three moveable wheelchair access ramps
- Improved access routes around school with repairs and laying of tarmac.
- Elevators
- Corridor width
- Disabled parking bays
- Disabled toilets and changing facilities
- Library shelves at wheelchair-accessible height
- 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 for guidance on adaptations
- Moving 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.
- Electronic 'Dorguards' on doors to increase access for people with limited mobility.
- increased use of PIRs in buildings so people with mobility issues don't have to use light switches.
- 6 mini-bus transport routes and have a flexible and adaptable approach for pick up/drop off so all pupils can get to school
- access to a taxi service for airport transfers



**Strategic Goal: All pupils, parents, and visitors with disabilities can independently access the school's physical environment safely and with dignity.**

	<b>Short term (2025-2026)</b>	<b>Outcome</b>	<b>Medium Term (2025-2027)</b>	<b>Outcome</b>	<b>Long term (2025 – 2028)</b>	<b>Outcome</b>
<b>School environment is optimally organised to promote participation &amp; independence for all pupils</b>	<p>Occupational Therapist visit and report</p> <p>Install additional ramps, cords (as per OT recommendations)</p> <p>Commission strategy for permanent ramps</p>	Liaison with occupational therapist (KAH/ALW)	<p>Install permanent ramps for C-block</p> <p>Install accessibility doors (as per OT recommendations)</p> <p>Install refuge points with emergency cords/intercom</p> <p>Calendared annual accessibility audit</p>		<p>Address any remaining OT recommendations</p> <p>Annual accessibility audit</p> <p>3-year evaluation</p>	

<b>Accessibility for Parents and Visitors</b>	<p>Survey current disabled parking</p> <p>Re-mark/update signage as needed</p> <p>Parent feedback survey on accessibility</p>		<p>Create strategy to increase disabled parking in Giles Lane and around school</p> <p>Implement Giles Lane parking improvements</p> <p>Annual signage audit</p> <p>Parent feedback survey</p>		<p>Complete remaining parking improvements</p> <p>Annual signage audit</p> <p>Parent/visitor feedback</p> <p>3-year evaluation</p>	
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### **3. Accessible School Information and Communications**

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 (Rams) for Dyslexic students

Junior School and Senior school reporting brought into line so ARCs look the same

**Strategic Goal: All pupils and parents can access written information in formats that meet their individual needs, enabling full participation in school life.**

	<b>Short term (2025-2026)</b>	<b>Outcome</b>	<b>Medium Term (2025-2027)</b>	<b>Outcome</b>	<b>Long term (2025 – 2028)</b>	<b>Outcome</b>
Accessible School Information and Communications	<p>Review information to parents/carers for accessibility</p> <p>Issue guidance to staff: clear print and 'simple' English</p> <p>Promote dyslexia-friendly fonts (Rams) school-</p> <p>Embed pastel backgrounds as standard</p> <p>Parent feedback survey on information accessibility</p>	<p>Staff training on clear print, simple English &amp; pastel backgrounds Summer 25 (SRG)</p> <p>Rams used in all school communications Sept 25 (SBO)</p>	<p>Audit compliance with guidance across departments</p> <p>Establish access requirements process in admissions</p> <p>Create bank of MFL teachers for translation support</p> <p>Parent feedback survey</p>		<p>Annual compliance audit</p> <p>Provide information in other languages (as needed)</p> <p>Offer translation/interpretation services (if required)</p> <p>Parent feedback survey</p> <p>3-year evaluation</p>	

Accessible Curriculum Materials and Resources	<p>Investigate reading and scribing software options (Exam Pro/ClaroRead)</p> <p>Student training sessions: familiarisation with Claro-read</p> <p>Promote use of Microsoft Read Aloud/Dictate</p> <p>Work with Librarians on dyslexia-friendly texts (e.g., Barrington Stoke)</p>	Demo booked Nov 25 (SRG/AEB)	<p>Monitor reading software usage (termly logs)</p> <p>Include assistive tech use in lesson observations</p> <p>Provide drop in student refresher training sessions</p> <p>Expand dyslexia-friendly text library</p> <p>Pupil feedback survey on assistive tech</p>		<p>Review Microsoft Dictate embedding</p> <p>Purchase of exam dictation software</p> <p>Monitor AT usage (maintenance phase)</p> <p>Pupil feedback survey</p> <p>3-year evaluation</p>	
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