



## Accessibility Plan 2023 - 2026

<b>Drafted by:</b>	Head of Support for Learning and Business Manager
<b>Committee Responsible:</b>	Finance & Premises
<b>Reviewed by:</b>	SLT (annually) F&P (Tri-annually)
<b>Adopted by Committee:</b>	May 2009 (updated October 2023)
<b>Date of next SLT Review:</b>	November 2024
<b>Date of next F&amp;P Review:</b>	November 2026

## **1. Ethos and aims**

Sibford School strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

## **2. Legislation and guidance**

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. 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 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School's Special Educational Needs and Disability (SEND) Policy sets out the School's policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

## **3. Definition of disability and scope of the plan**

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).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The plan will be made available online on the school website.

#### **4. How the plan is constructed**

Sibford School's Three Year Accessibility Plan applies to Sibford Senior School, both day and boarding, and Sibford Junior School, including our Early Years Foundation Stage.

The School has delegated responsibility for the development of this plan to the Business Manager and the Head of Support for Learning with support from the Senior Leadership Team who will review the plan at least annually. In drafting, developing and reviewing the School's plan, the following areas are given consideration:

- Admissions
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Learning and Teaching
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

#### **5. How the plan is reviewed and monitored**

A new plan will be drawn up every three years and review of this is delegated to the Finance and Premises Sub-Committee. The School Committee (Governing Body) are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. The Senior Leadership team will complete a formal review of the plan annually.

#### **6. Queries and complaints**

Any queries in relation to the Accessibility Plan should be directed in the first instance to the Business Manager. The School's Complaints Procedure covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

#### **7. Other relevant policies**

The Accessibility Plan should be read in conjunction with the following school policies:

- SEND Policy
- Admissions Policy
- Behaviour Policy
- Health and Safety Policy
- Curriculum Policy
- Community Equality Policy

## Sibford School Accessibility Plan – Action Plan 2023-2026

Targets	What we are already doing	Action and Resource Required	Timescale	Responsibility
Free access throughout site – clear corridors, good lighting and easy to read signage.	<p>Clear corridors and appropriate signage around campus.</p> <p>Bespoke resources including furniture.</p> <p>Risk assessments for children with physical and sensory needs</p> <p>Programme of classroom refurbishment in progress including reduction and simplification of displays, replacement furniture and update of IT equipment.</p> <p>External lighting review completed autumn 2022</p>	<p>Review provision of signage across the campus</p>	<p>Summer 2024</p>	<p>Estates Manager</p>
Full access to all school facilities – key areas include some first floor areas where no lift is available	<p>Student physical needs are assessed through admissions process.</p> <p>Class, year group and wider school planning takes into consideration the needs of individual pupils.</p> <p>Risk assessments.</p>	<p>Re- survey to identify needs. Obtain estimates and conduct feasibility survey.</p> <p>Reconsider ways to enable access to key restricted areas and resources including:</p> <ul style="list-style-type: none"> <li>- Library</li> <li>- Access to school hall</li> <li>- Boarding provision</li> <li>- Junior School first floor ICT room</li> <li>- Toilets</li> </ul>	<p>2023/24</p>	<p>Health and Safety Committee</p>

Teachers aware of students with SEND and how to support them.	Use of SIMS throughout the school including quick notes with identified student need  Pupil profiles  Regular contact with parents and families to ensure we have up to date information	Staff to have access to high quality videos of outstanding examples of teaching practice	2023/24	Head of SfL
Staff are given appropriate training and support to ensure all students can access learning.	Lesson resources are appropriately differentiated.  Support for those with hearing impairment – provide supported hearing in public areas and classrooms via hearing loops.  Liaison with parents, professionals and local council. EpiPen training Training from SaLT and Head of SfL Access to specialist advisory teachers for physical disabilities, hearing and visual impairment.			
Regular review of pupil needs to ensure planning is up to date.	Creation and review of pupil profiles, Risk Assessments, health plans and where appropriate PEEPs.	Regular lesson observations by HODs in liaison with SENCO	2023/24	Head of SfL

<p>Adaptions to the curriculum to meets the needs of the individual learners</p>	<p>Quaker ethos                      Pastoral support systems                      Timetable adaptions                      Access arrangements for assessments/National Exams                      Wellbeing Counsellor in school 2 days per week.                      School Nurse on site                      SfL Group and one2one sessions.                      PSHE.                      Rewards System                      Educare training modules.</p>	<p>Greater access to outside specialist agencies to ensure all individual needs are met.                       Further training for staff in Emotional Wellbeing - ELSA</p>	<p>2023/24                       2024/25</p>	<p>SLT/Head of SfL                       Head of SfL</p>
<p>All teachers are fully aware of their responsibilities under the Equality Act 2010. High quality teaching for ALL lessons, appropriately differentiated.</p>	<p>INSET training and regular staff updates.                      Educare training on Equality and Diversity completed by all staff.</p>	<p>Develop termly training for staff to assure effective good practice is adhered to.</p>	<p>2024/25</p>	<p>SLT</p>
<p>Provision of a rich and varied curriculum that is accessible by all, which does not discriminate and represents all social groups.</p>	<p>Lesson observations, book trawls and regular audits of schemes of work.                      All staff are fully qualified and skilled experts in their area.</p>			

Individual pupil requirements, specific needs and reasonable measures are identified to ensure student has appropriate access to the curriculum support where required.	Ensure disabilities permanent or temporary are identified and appropriate risk assessments and reasonable adjustments made.	PEEP documentation to be consistently used where a pupil is unable to evacuate the building without additional support.	2023/24	Site Manager/Key Stage Heads/Head of SfL
Fair and transparent admissions process.	Full review of Admissions policy undertaken in 2023.  SEND policy regularly reviewed and updated.			