



Policy No: 20d(1)

OUR LADY'S ABINGDON (OLA) ACCESSIBILITY PLAN JANUARY 2022-2025

The current version of any policy, procedure, protocol or guideline is the version held on the OLA website. It is the responsibility of all staff to ensure that they are following the current version.

Document Details

Information Sharing Category	School Domain
Version	1
Date Published	January 2022
Authorised by (if required)	Head
Responsible Area	Leadership Team

We comply with the Government guidance and regulations, currently in force, regarding COVID.

Availability: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school.

Legal Status:

- Equality Act 2010 (which defines disability as a 'physical or mental impairment which has a substantial and long-term adverse effect on someone's ability to carry out normal day to day activities')
- *Schedule 10 of the Equality Act*
- Complies with Part 1(2)(d)(ii) The Quality of Education Provided (curriculum) of The Education (Independent School Standards) (England) Regulations currently in force which encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010

Monitoring and Review:

This policy is subject to continuous review, monitoring, refinement and audit by the COO, who will also undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This review will be formally documented in writing. Any deficiencies or weaknesses recognized in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed policy and it will be made available to them in either hard copy or electronic format.

Reviewed: January 2022

Next Review: January 2023

Chief Operating Officer	Head	Chair of Governors
Prav Karian	Mr Daniel Gibbons	Freddy El Turk
Signed: 	Signed: 	Signed: 

1. Introductory statement

OLA is a Catholic independent, co-educational day school for pupils (ages 7-18). This accessibility plan has been drawn up in consultation with the management of OLA and covers the period up until and including December 2024. We are committed to providing an environment which values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about

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Accessibility Plan: Reviewed January 2022

disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We are 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 within the school and this includes improving the delivery to disabled students of information which is readily accessible to students who are not disabled. Therefore, our three-year Accessibility Plan is for:

- increasing the extent to which disabled students can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by OLA.

2. Background

The Equality Act 2010 places a duty on all of us to have due regard to:

- Promotion of equality of opportunity between disabled persons and others.
- Elimination of discrimination and elimination of harassment of disabled persons that is related to their disabilities.
- Promotion of positive attitudes towards disabled persons.
- Encouragement of participation by disabled persons.
- Taking account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than others.
- Not to treat disabled pupils less favourably.

OLA wishes to ensure that any disabled pupils who meet the admissions criteria have as full a range of options, as is reasonably possible, open to them in both the curricular and co-curricular life of OLA. We expect them to participate and achieve in all aspects of school life. We aim to identify and where possible remove barriers to disabled pupils' learning and inclusion, setting suitable challenges, responding to pupils' needs, and increasing access. We also wish to ensure that we can appoint the best candidate for any vacancy regardless of disability.

- OLA is committed to making reasonable adjustments to allow students with disabilities to access educational provision at the school. OLA occupies a site consisting of a main building, with some parts being historic and of several storeys (See *Reasonable Adjustment Policy*)
- Teaching takes place in fixed classrooms for each subject which means pupils move widely around OLA. This requires pupils to go from classroom to classroom, often under tight time pressures using steps, stairs and, in parts, uneven ground. Pupils are required to use stairs and steps for routine access and emergency evacuation purposes.
- It is acknowledged that there may be a need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- School Prospectus
- Single Equalities Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities Policy
- Curriculum Teaching and Learning Policy
- Positive Behaviour Code
- Risk Assessment and Student Access to Risky Areas Policy
- Positive Mental Health and wellbeing Policy
- Emergency Evacuation Procedures
- Reasonable Adjustments Policy

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The Plan will be monitored through the Chief Operating Officer's office. There will be a full review of the Plan on an annual basis during the lifetime of the Plan (i.e. three years), reporting the implementation of the Plan to the Head. The Plan will be renewed on a three-yearly cycle.

3. Summary of Current Provision

One of the obvious problems, which OLA has in common with many other schools, is its physical layout, which consists of buildings which have grown since OLA was founded and are without lifts. Another is the system, also common to other schools, of having fixed classrooms for each subject, based on the valid ground of having all the facilities for one subject in one place. This requires pupils to move from classroom to classroom, often up steps or stairs in buildings without lifts. However, since April 2003 the School has endeavoured to improve the accessibility for pupils, staff and visitors to the School.

4. Accessibility Plan Content

Our three-year plan includes how we plan to (with timescales):

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

The Equality Act 2010 defines disability as a '*physical or mental impairment which has substantial and long-term adverse impact on a person's ability to carry out normal everyday activities*'. This has some overlap with the definition of 'special educational needs' in the Children and Families Act 2014, which includes any student with '*significantly greater difficulty in learning than the majority of children of his/her age*' or '*a disability which means that a student cannot make full use of the general educational facilities*' provided for students of their age in mainstream state schools. Not all students are disabled by their SEND and vice versa. For the purpose of the disability access plan, 'disabled students' refers not only to those with physical disabilities but could include, for example, those with health issues, including mental health, or learning disabilities if they meet the legal definition of 'disability'. We do not treat disabled students less favourably; we also take reasonable steps to avoid putting disabled students at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education.

In producing this plan, the following Key Leaders have had input into the development of the plan:

- Head
- Deputy Head
- Chief Operating Officer

Pupils at OLA are not discriminated against, particular regard being paid to the protected characteristics set out in the Equality Act 2010 and to their cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability. OLA embraces diversity and exhibits tolerance. All Equality Objectives are seeking to protect students identified by the **Nine Protected Characteristics (NPC)**: Race; Disability; Sex; Age; Religion or Belief; Sexual Orientation; Gender re-assignment; Pregnancy and Maternity and students who are linked by association.

OLA's Accessibility Plan has been developed and drawn up based upon information supplied by DfE and consultations with students, parents, staff and the Board of Governors. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. OLA is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. OLA's Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the school within a given timeframe, anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

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Accessibility Plan: Reviewed January 2022

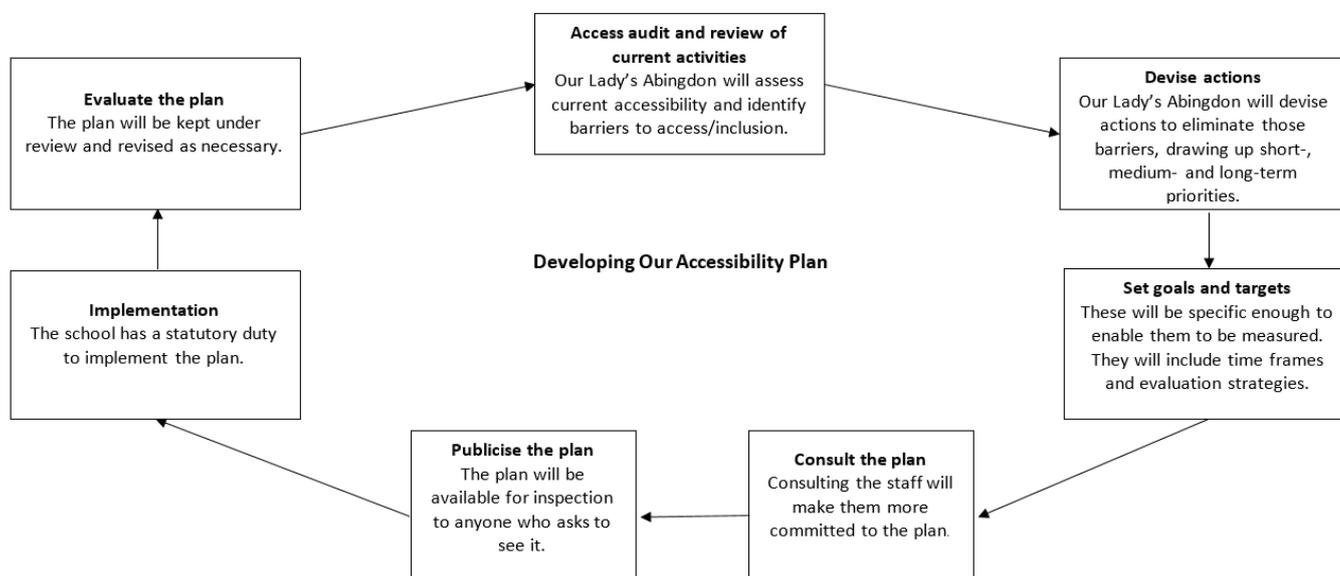
The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of OLA such as participation in OLA Sphere clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of OLA, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events;
- Ensure the information is made available in various preferred formats within a reasonable timeframe.

Our Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and the Governing Board on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which was originally undertaken by OLA and remains the responsibility of the Board of Governors. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by OLA prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the on-going period. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all the proprietorial committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Process of Constructing our Accessibility Plan



5. Admissions Policy:

Each pupil with a disability requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We recognise that some disabled pupils may require specialist support from our Learning Support Department, and we would normally discuss this issue thoroughly with parents and their medical advisors before the child enters OLA. Once parents have accepted the offer of a place for their child and before he/she becomes a pupil at OLA, we will also discuss the adjustments that can reasonably be made. Copies of our SEND Policy may be obtained on request.

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Entry to OLA Senior School is based on performance in the entrance examination and a report from the feeder school. In the Lower School it is based on informal assessments as well as reports from current schools. As well as gifted and academically competent pupils, there are always some who, because of dyslexia or other difficulties, cannot do themselves justice in a written examination. Extra time and/or other arrangements are available to pupils with a specific need. A confidential reference from the candidate's previous school is therefore required as part of the admissions process. In line with OLA's mission statement, every effort is made to attract and accept pupils from diverse ethnic, religious, racial and socio-economic backgrounds.

OLA asks parents to complete a form in respect of a prospective pupil at the time of application. In assessing any pupil or prospective pupil, OLA may take such advice and require such assessments as it regards as appropriate. Subject to this, OLA will be sensitive to any requests for confidentiality. The admissions staff welcome information concerning a prospective pupil's special needs at the earliest possible stage in the application process. Such information will enable OLA to consider any adjustments it might need to make and to offer the best possible advice.

OLA's policy is to support all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability.

6. Welcoming and Preparing for Students with Disabilities

Where it is practicable to make reasonable adjustments to enable prospective students to take up a place at OLA and to satisfy the current admissions criteria, OLA is committed to providing those reasonable adjustments. Where OLA agrees to provide additional services or put in place reasonable adjustments, these are not charged on to the parent, unless the cost of providing adjustments exceeds the definition of "reasonable". Details of any such additional costs would be fully assessed and agreed in writing beforehand between the parent and OLA.

In order to meet the needs of students with disabilities, OLA requires full information. OLA will ask all applicants for admission to OLA to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which OLA should be aware. Reasonable adjustment can be made to ensure that any pupil with disabilities is provided with appropriate assistance to eat, go to the bathroom, and take part in lessons and activities in a manner which promotes dignity and choice.

Disabled Pupils: OLA will make reasonable adjustments in order to ensure that disabled pupils or prospective pupils are not placed at a disadvantage in comparison with non-disabled pupils. On the direction of the SENDCo the following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter; providing assistance during assessment;
- reader; scribe;
- use of assistive software;
- using assistive technology;

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- use of coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed, the same adjustment for all assessments. Externally commissioned reports are accepted only in exceptional circumstances, after discussion with the SENDCo and in accordance with the assessment process policy.

7. Provision:

The accessibility programme includes:

- The provision of quality first teaching and Learning Support interventions for pupils where this has been identified. (See *SEND Policy*).
- An acceptance of the need to make adjustments to the teaching provision for pupils who have visual disabilities. Provision is met primarily by ensuring the pupil is seated in the best position in the classroom. The provision of printed sheets on appropriately coloured paper for notes, the use of the internet/projectors as a resource, are examples of adjustments of teaching methods. The entrance examination is available in Braille.
- An acceptance of the need to make adjustments for the teaching of those who have aural disabilities.
- The development of an adjusted games and activities programme for individuals if necessary – the wide range of options at OLA make this possible.
- The encouragement of positive attitudes to disability through the curriculum, especially the PSHEE programme.
- The opening up of as many areas of the School as possible to those with physical disabilities.
- Our three-year accessibility plan, which aims to accommodate a wide range of pupils with disabilities, ensuring equal opportunity, details targets, strategies and outcomes within a clearly defined three-year time frame.

8. Sports activities

The government sport strategy "*Sporting Future: A New Strategy for an Active Nation*", published by the Department of Culture, Media and Sport in December 2015, and the more recent paper published in 2020 by the Centre for Disease Control and Prevention's School and Youth Programme: "*Active People, Healthy Nation*" place a particular emphasis on helping inactive people to become more active.

Achieving this goal will include helping students with disabilities to become more active, including through new approaches to local delivery. The strategy also includes various measures aimed at ensuring people with disabilities are properly represented among sport volunteers, coaches, the wider workforce and leadership. OLA will work with staff and outside suppliers to offer the widest possible range of sports and physical activities using our existing facilities.

9. Special Educational Needs (SEN)

The duties on Special Educational Needs (SEN) and disability provision apply equally to schools of all types and we will ensure that we comply with our legal requirements and guidance provided including:

- Guidance to schools on their obligations under the Equality Act to complement the technical guidance published by the Equality and Human Rights Commission (EHRC)
- The SEN & Disability Code of Practice Sept 2014 – statutory guidance integrating SEN and disability frameworks (last updated May 2015).
- Statutory guidance on supporting students with medical conditions in December 2015.

10. Disabled Staff:

We will ensure that in recruitment procedures any advertisements, short listing and interview procedures are without any hint of direct or indirect discrimination. In all staff appointments the best candidate will be appointed based on strict professional criteria. OLA will make reasonable adjustments in order to ensure that disabled staff or prospective staff

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are not placed at a disadvantage in comparison with non-disabled staff. This includes an acceptance of the need to make reasonable adjustments to accessibility and physical layout of classrooms as well as reasonable improvements for visual, auditory or other impairments. Staff duties may also be adjusted, if possible, to meet the needs of the individual.

11. Mental Health

OLA will ensure that students with a diagnosed mental health condition have a risk assessment and care plan in place that supports full access to all aspects of school life. We will ensure that accessibility to school life for students with diagnosed mental health conditions is on-going through a regular review of risk assessments and care plans, ongoing training for faculty and staff and adherence to our health and wellbeing model (see Appendix 2).

12. Protected Characteristics

OLA is fully committed to supporting all students with identified protected characteristics, as outlined in the 2010 Equality Act, in accessing all aspects of school life. We will ensure that the learning environment and physical plant is accessible to all students with protected characteristics through a regular review of the relevant care plans and risk assessments.

Appendix 1 – Reasonable Adjustment

A. Legal Status:

1. Special Educational Needs and Disability Act (SENDA)
2. Equality Act (2010) and The Public Sector Equality Duty (2011)

B. Applies to:

1. The whole school along with all activities provided by the School, including those outside of the normal school hours.
2. All staff (teaching and non-teaching), the Governing Board and volunteers working in the school.

C. Introduction

1. In accordance with the Equality Act 2010, OLA must take steps to make reasonable adjustments for students and applicants with disabilities so that they are not put at a substantial disadvantage when compared with students and applicants who are not disabled.
2. OLA therefore seeks to cater for each situation on its individual merits. This appendix is a general statement of our policy, which sets out the principles underlying our approach to making adjustments for students and applicants with disabilities and the factors OLA will take into account when considering requests for reasonable adjustments.

D. When does the duty arise?

A student or applicant is disabled if (s)he suffers from a *'physical or mental impairment that has a substantial and long-term negative effect on his or her ability to carry out normal daily activities'* (Equalities Act 2010). In most cases, disabilities will have lasted or be likely to last for 12 months or more.

E. What is the scope of the duty?

1. OLA seeks to ensure that students with disabilities and applicants are not put at a substantial disadvantage, by making reasonable adjustments:
 - i. to our policies, criteria and practices (i.e. the way we do things); and
 - ii. by providing auxiliary aids and services (i.e. additional support or assistance).
2. There is no standard definition of an auxiliary aid or service.
3. Examples include:
 - a. pieces of equipment;
 - b. extra learning support assistance;
 - c. note-taking;
 - d. induction loops;
 - e. audio-visual fire alarms;
 - f. readers; and
 - g. assistance with guiding.

F. What is not covered?

We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for students with disabilities. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the school.

G. Entry tests

We are allowed by law to apply an entry test and we do so as part of our admissions process. If necessary, we make reasonable adjustments for applicants with disabilities sitting the entry test, such as, for example, allowing it to be

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completed on a computer rather than by hand. However, the pass mark for the test is not altered as this would not be a reasonable adjustment.

H. How are requested adjustments made?

OLA considers whether there is any adjustment it could make to overcome any substantial disadvantage suffered by an applicant or student with disabilities. However, we do not always think of all possible adjustments and we want to work with parents to think as creatively as possible about this matter.

If the child has a disability and you believe that they are being put at a substantial disadvantage compared with students without disabilities and there is an adjustment that could be made which would overcome this, the parents may write to the relevant Head of Section setting out in full the adjustment and (if necessary) how the School could put this into practice.

I. The School's response

In some cases, OLA will be able to agree to and implement the requested adjustment as soon as possible. In other cases, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the student or applicant is suffering and what measures it is reasonable for OLA to take. In these cases, OLA may seek input from teachers, other experts (such as doctors and/or educational psychologists), parents and the child in question.

J. How will the School decide whether an adjustment is reasonable?

When considering whether it would be reasonable to make the adjustment, the School will consider the following factors:

- whether making the adjustment would overcome the substantial disadvantage the child is experiencing;
- the practicability of the adjustment;
- the effect of the disability on the student;
- the cost of the proposed adjustment;
- whether it would be provided under a statement of special educational needs or an Education, Health and Care Plan from the Local Authority;
- the School's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other students (and potential students).

K. Confidentiality

The parent (or the child if the School believes they are 'Gillick Competent' and have sufficient understanding of the nature of the request) may request that the existence or nature of your child's disability be treated as confidential by the School. We will take any such request into account when considering whether an adjustment is reasonable.

L. Outcome

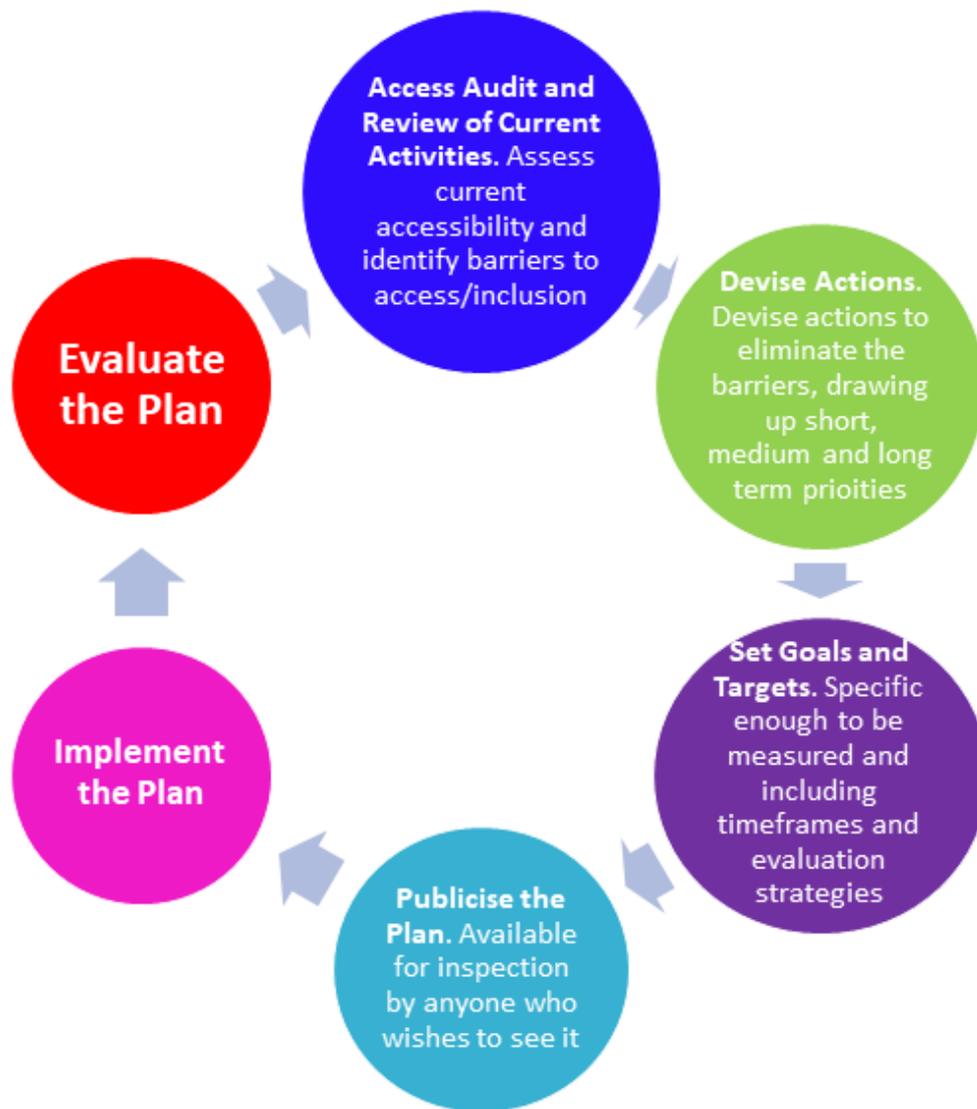
Once the School has determined whether the relevant adjustment is reasonable, we will write to you, setting out the decision and the reasons.

M. What can you do if you are not happy with the School's decision?

If the parents are not happy with the School's decision about the reasonableness of the adjustment, they may lodge a complaint using OLA's Complaints Procedure.

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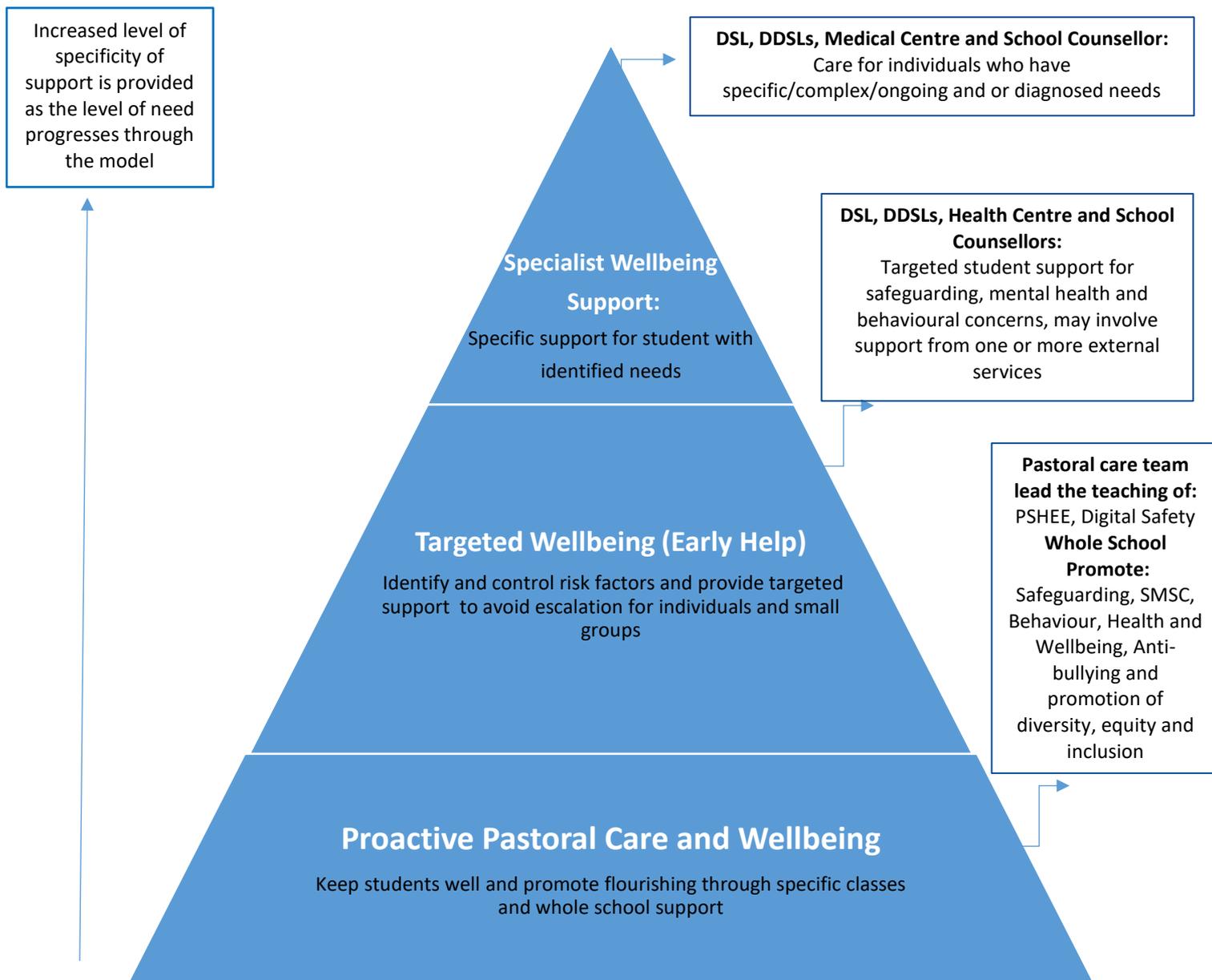
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Appendix 2: OLA Health and Wellbeing Model



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Accessibility Plan: Reviewed January 2022

Three Year Accessibility Plan 2022-2025

Our three-year accessibility plan, which aims to accommodate a wider range of pupils with disabilities, ensuring equal opportunity, details targets, strategies and outcomes within a clearly defined three-year time frame. Many of these targets, once met, will become annual provisions.

Equality Objective	Action	Lead	Intended Completion Date	Success Criteria
Establish a comprehensive picture of the school's current accessibility.	Complete updated full-site accessibility audit.	Leadership Team	Hilary 2023	Completed Audit – on-going revisions as required.
All school staff ensure that all students with protected characteristics are supported within the school.	Pastoral teams to ensure information is available and communicated to relevant staff regarding students with protected characteristics. Training is available to all staff to ensure up-to-date methods of support are being utilised.	Deputy Head and Pastoral Team	Michaelmas 2022	All staff are aware of students with protected characteristics and trained to deal with their needs.
Review Learning Support arrangements for current academic year.	Head and SENDCo to review the provision	Head/SENDCo	Michaelmas 2022	Provision reviewed with appropriate training arranged.
Ensure effective SEND Provision is in place for students with additional needs.	Review current SEND Provision within the school.	SENDCo	Michaelmas 2022	Report produced with established strengths and areas for development.
Improve transition arrangements into Senior School for students with SEND.	Review transition visits by Year 7 tutor. Review feedback from parents of disabled pupils after school tours.	Deputy Head	Michaelmas 2022	Better understanding by school of needs of disabled pupils joining the school.

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Equality Objective	Action	Lead	Intended Completion Date	Success Criteria
Ensure effective provision for health care and medication provision.	Review/Update medical procedures. Review of Administration of Medication Procedures. Full Review and resourcing of Medical Centre.	School Nurse School Nurse COO/School Nurse	Michaelmas 2022	Effective procedures in place. Medical Audit Completed with next steps established.
Ensure the school can protect and support students with allergies as practicably as possible.	To review procedures on allergy management within the school. Update staff training and emergency procedures. Establish Risk Assessments for students with severe allergies.	School Nurse COO/School Nurse School Nurse	Michaelmas 2022	Staff confidence increased and procedures understood by all. Risk assessments completed for identified children.
Health and Safety training for all staff as part of initial induction or as required.	Set of training programmes through providers. All staff to complete online or site-based training in Health and Safety Including Fire-safety.	Head COO	Michaelmas 2022	All staff will receive set package of H&S training which will equip them for working with students successfully.
Students with protected characteristics enjoy the same school experience, including access to trips and events	Liaison with parents to formulate action plans. Risk assessments carried out for the activity. Monitor provision for students with disabilities on all residential visits including day, week or overseas trips.	EVC/Assistant Heads	Michaelmas 2022	All students enjoy the same school experience.

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Equality Objective	Action	Lead	Intended Completion Date	Success Criteria
<p>Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe</p>	<p>Staff who develop written information to consider the style of literature to meet the criteria of all school stakeholders, offering alternate provision as required.</p> <p>Ensure the school website is DDA compliant.</p> <p>Look at alternative methods of producing information for students such as 'Podcasts' for students with visual impairments.</p>	<p>SENDCo</p> <p>COO</p>	<p>Michaelmas 2022</p>	<p>Every stakeholder able to access all information.</p>
<p>Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;</p>	<p>Ensure access to the ground floor facilities for all students with protected characteristics and ensure adjustments made are reasonable and timely.</p> <p>Ensure ramped accesses ground floor.</p>	<p>COO</p> <p>COO</p>	<p>Michaelmas 2022</p>	<p>Ground Floor fully accessible.</p>
<p>Improve access for students with short term mobility issues</p>	<p>Ensure access to the ground floor facilities for all students with protected characteristics and ensure adjustments made are reasonable and timely.</p> <p>Establish Risk Assessment for students who develop a mobility issue to identify any issues with accessing school buildings and Fire and evacuation arrangements.</p>	<p>COO</p> <p>COO</p>	<p>Michaelmas 2022</p>	<p>Action plan developed</p> <p>Risk assessments established.</p>

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Equality Objective	Action	Lead	Intended Completion Date	Success Criteria
Investigate feasibility of improving access within any plans for redecoration and refurbishment of buildings -ongoing, including above ground floor provision. Consider appropriate colour schemes to benefit students with visual impairments and install window blinds where appropriate. All resigning should take into account students with visual impairments. (Make reference in all instances to Access audit before commissioning works.)	School development plan to include continuing refurbishment and upgrading of existing facilities where appropriate, to be built into a rolling programme. Advice to be taken from architect and research re: educational implications by Principal School paths to be monitored and wheelchair accessible where possible.	COO COO	Michaelmas 2022	Improved access to and usability of buildings for students with impairments.
Develop staff CPD programme to ensure all staff and teaching assistants are able to identify and teach students with learning difficulties.	SENDCo to create a programme which can be delivered to support staff with teaching and learning for SEND students. Review and update Dyslexia training for teaching staff.	SENDCo Deputy Head	Michaelmas 2022	Staff and teaching assistants have confidence in identifying and teaching students with SEND.
Ensure medical information for specified children is clearly disseminated to required staff for school or off-site activities	Information on specific students including nut allergy sufferers, asthmatics and diabetes to be disseminated by senior first aider to trip organisers and leaders; trip leaders to receive EpiPen training. EpiPen training for staff. Review how allergy info is initially sought/received and coordinated and who is in charge of keeping track. Liaison with parents to formulate action plans. Risk assessments carried out for the activity.	School Nurse School Nurse School Nurse	Michaelmas 2022	All students enjoy the same school experience.

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Equality Objective	Action	Lead	Intended Completion Date	Success Criteria
All EAL students receive additional support	Review provision for English as an Additional Language (EAL), identifying areas for development and appropriate next steps.	SENDCo	Michaelmas 2022	All students have appropriate resources to allow full engagement in the curriculum.
Review work in practical subjects (e.g. Creative arts and physical education) to ensure students with difficulties are properly catered for.	Heads of Department/subject leaders will consider Syllabi to review accessibility to content within the lessons and make reasonable adjustments as appropriate.	HoDs	Michaelmas 2022	Students with disabilities are supported in practical subjects with appropriate resources.
If a student were to require a hearing aid, the school will provide the teacher and student with a closed-circuit relay device which makes the lesson more accessible to the student.	SENDCo and COO to organise closed circuit relay devices as and if required.	SENDCo/COO	Michaelmas 2022	All students can hear the teacher appropriately in lessons.
SENDCo and Head of Learning Support to ensure students with learning difficulties (e.g. dyspraxia, dyslexia) receive appropriate access arrangements.	SENDCo to review procedures and ensure appropriate action is Implemented. Exam board requirements reviewed annually to ensure students who require additional time can be applied for.	SENDCo Head of Learning Support/Head of Examinations	Michaelmas 2022	Students receive extra time as appropriate to each student's need.

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Equality Objective	Action	Lead	Intended Completion Date	Success Criteria
Ensure effective support for pupils with Dyslexia / Dyspraxia and ASD (and high functioning students with specific learning difficulties/ASD)	<p>Review and update Dyslexia training for teaching staff (see above).</p> <p>Review training and support for staff who teach/support students with additional needs – identifying training needs as appropriate.</p> <p>Establish risk assessment to ensure effective support for students with Autism (where behaviour may cause additional issues).</p>	SENDCo	Michaelmas 2022	<p>Review of staff training completed and appropriate training received by staff.</p> <p>Risk Assessment Established.</p>
If a visually impaired student were to join the school, investigate alternative forms of written materials for.	<p>SENDCo to investigate alternative provision or seek external support as appropriate.</p> <p>Produce materials and exam papers in large print / braille if necessary.</p>	SENDCo	Michaelmas 2022	Students able to access all information.
Expand touch typing programme to assist students with poor hand writing or poor-coordination.	Learning Support Team to review current provision to see if there is a shortage in resources with regard to Hand writing development.	SENDCo	Michaelmas 2022	Students who require additional support for handwriting have additional resources.
Review Screening procedure on entry to ensure all students with learning difficulties are identified.	Completed on entry to school will help to identify learning difficulties/differences. SENDCo to monitor procedures and adjust as necessary. Termly or annual screening on entry of student.	SENDCo/Head of Year 7	Michaelmas 2022	Established clear screening methods for new students.
Identify alternative methods of data collection and recording where necessary, e.g.mp3players/Dictaphones for students with disabilities.	SENDCo for initial draft. Then Heads of Department and implementation through curriculum.	SENDCo/HoDs	Michaelmas 2022	Students can use appropriate technology to collect/record data.

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