



**Aysgarth Preparatory and Pre Preparatory School  
(including EYFS)**

**Accessibility plan (Incorporating Three year SENDA  
plan)**

**Responsibility of Andrew Francis/Ed Canning**

**Reviewed: September 2024 and to be reviewed September 2025**

## Ethos and Aims of Aysgarth School

Aysgarth School provides its pupils with the opportunity to develop into confident, ambitious and resilient children who will thrive here, at their next school and in the wider world.

This is underpinned by the School's values of respect, endeavour and courage

Aysgarth is home to a close, happy and thriving community of children and staff. We develop the best in each individual child by providing a caring, stimulating and safe environment. We believe strongly in the value of boarding as a means of developing a child in every aspect. The chapel is the very heart of the school reflecting the importance of faith and service.

Aysgarth School aims to offer the highest quality of teaching and learning and support for all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEND) and/or disabilities can bring to school life.

We have an admissions policy and criteria which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school as our mission statement states; ***'Aysgarth provides its pupils with the opportunity to develop into confident, kind, ambitious, and resilient children who will thrive here, at their next school, and in the wider world.'***

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of the education and associated services offered by the school. We have provided a ramp at the entrance to the school court classrooms and the main building via the laundry door as well as made adjustments to help cater to the visually impaired.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. Four weekly rolling assessments, and discussion of these in dedicated meetings, allow an ongoing discussion to take place aimed at supporting all pupils within the school. Support from our SENCO ensures a focus and awareness of our pupils with SEND during these discussions. We support our teaching and non-teaching staff with a program of in-depth training designed to raise their awareness of disabilities and to enable them to minimize any potential difficulties for pupils. We promote the importance of using language that does not offend either our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials and in practice.

## Context

Aysgarth is committed to developing an inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessments for individuals and groups of students

The above statements are supported by, and additional information is available in the following School policies:

- Curriculum
- Equal Opportunities
- Special Education Needs and Disability Policy

The definition of disability under the Act is; “A physical or mental impairment that has a substantial, long term, adverse effect on day-to-day activities”.

Aysgarth School currently caters to pupils with learning and medical disabilities. These include dyslexia, dyspraxia, dyscalculia, mild hearing loss, blindness, various allergies, Asperger's syndrome, asthma, diabetes, Coeliac, Nystagmus, eczema, and ADHD. All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities and school trips. Their needs are identified and provision is made on an individual basis.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of Aysgarth School. We have had members of staff with medical disabilities ranging from Dyslexia, epilepsy, cancer, asthma, and physical impairment. The external contracted piano tuner is blind and In the past, we have employed a member of staff who was wheelchair-bound. All staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met. The School has the services of a professional counsellor who is available to staff and pupils alike.

At Aysgarth School, the Governors review the Accessibility plan annually. The Governors will;

- i) review the school's policies, procedures, and facilities as they are likely to affect pupils and prospective pupils who are disabled
- ii) consider recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
- iii) review the school's disability inclusion, SEND and learning support policy
- iv) review the school's accessibility plan
- v) review such plans and policies as necessary

We regularly review our provision for pupils with special educational needs and/or disabilities. Regular parental surveys provide the School with feedback. We have used the parental survey results to ascertain priorities for our pupils' parents. The plan and targets have been widely circulated to all teaching and support staff, pupils and parents.

We will regularly monitor the success of the plan and it will also be reviewed annually by the governing body.

### **Action Plan**

The following has been carefully considered by the school's SMT and is regularly monitored:

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

The results of Aysgarth School's audit and continuous monitoring of the above has informed the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

<b>ISI Regulatory Standard/Equality Act 2010</b>	<b>Description</b>
Schedule 10 3. 2 (a)	Increasing the extent to which disabled pupils can participate in the school's curriculum;
3.2(b)	Improving the physical environment of the school for the purposes 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.
3.2(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

**Increase access to the curriculum for pupils with a disability**

	Targets	Actions	Timescale	Responsibility	Success criteria	Outcomes
<b>Short term</b>	Gather information regarding pupils with specifically identified learning needs before arrival at school. Ensure school reports and specialist assessments are shared prior to enrolment.	Head of learning support to provide advice and talk to prospective parents. To work alongside admissions to maintain up-to-date information about anticipated needs.	Immediate and ongoing	Registrar, SENCO	Parental and staff feedback confirming the needs of pupils are being met.	Evidence on record of correspondence and discussions with parents.
	To continue to identify pupils who require help with learning and ensure needs are met within school.	Introduce Record of Concern (RoC) to teaching staff	Immediate and ongoing	SENCo	Timely identification of learning support requirements and awareness of SEND pupils.	
	To monitor effectiveness of strategies and teaching in ensuring accessible curriculum	Audit of wave 1 provision in the school	Immediate and ongoing	SENCo	Better access to curriculum for all pupils.	
<b>Medium term</b>	Strive to ensure the curriculum is fully accessible to pupils with any type of difficulty or disability	Consider alternative communication systems, how information is presented to pupils and ways in which pupils can communicate their ideas.  Lesson observations and pupil surveys to identify, share and highlight examples of good practice and needs in class.	Immediate and ongoing	SENCo, HoDs	Fully accessible curriculum	
<b>Long term</b>	Raising awareness of staff to issues of disability and discrimination to ensure a commitment to meeting the needs of all pupils. All staff to understand what constitutes a disability thereby increasing participation of disabled pupils in all areas of school life.	Staff Inset	Annually	SENCo		

**Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided.**

	Targets	Actions	Timescale	Responsibility	Success criteria	Outcomes
<b>Short term</b>	To improve physical access to buildings	Newbuild of accessible toilets for boys and girls	Immediate and ongoing	Bursar	Toilets available	Development of two new toilets accessible from the playground
	To improve the provision for pupils with sensory, SEMH, ASC and ADHD	Creation of quiet outdoor space. Active and safe areas identified for free time	Immediate and ongoing	Bursar	Areas available for pupils to access as required	Quiet seating area in playground
	To improve physical nature of classrooms	Audit and update blinds in classrooms to support visual processing. Incorporate into all refurbishment of classrooms	Immediate and ongoing	Bursar	Blinds being effectively used to improve visual access to taught curriculum	
<b>Medium term</b>	To improve physical access to buildings	Accessibility is being built into new build changing rooms alongside the swimming pool	2024-2025	Bursar	Fully accessible changing rooms for boys and girls	
<b>Long term</b>	To improve physical access to buildings	The development of changing rooms should consider the accessibility challenges posed by the school layout.	2025-2026	Bursar	Redeveloped and increased changing room facilities with accessibility options planned.	Funding permitting
	Acoustics - investigate steps to reduce background noise in classrooms and dining areas for hearing and sensory focus reasons	Incorporate into the refurbishment of classrooms and dining room area.  Installation of hearing loops.	2025-2026	Bursar	Reduction in background noise to improve communication and auditory access to curriculum.	Funding permitting
	Accessibility to science laboratories	Provision of physical access to Laboratory 1 to improve physical access and participation in practical science	2025-2026	Bursar	Workaround to site difficulties and position of existing science laboratories.	Funding permitting

## Improve the delivery of accessible information to pupils with a disability

	Targets	Actions	Timescale	Responsibility	Success criteria	Outcomes
<b>Short term</b>	Ensure information is disseminated in alternative formats i.e. brailled and colour-coded	Ensure pupils know where to check information provided in assemblies and form time. Key information is displayed by form tutors as well as provided orally.	Immediate and ongoing	SENCo, Learning Support staff, Form tutors.	Observations and learning walks will find evidence of good practice.	
<b>Medium term</b>	To increase awareness of the range of disabilities experienced by pupils that may limit access to the curriculum and the strategies to support these pupils	Continue to develop processes to disseminate information to all staff and targeting of identified staff.	Immediate and ongoing	SENCo and additional specialist advice as necessary	Staff Questionnaire	
<b>Long term</b>	Enhance differentiation provision.	Rolling programme of updating boards to provide buff screens. Software to improve accessibility for visually impaired pupils and colour blindness.	Immediate and ongoing	SENCo, IT manager		Pupil questionnaire to be drafted and approved by the Governing body.