

ACCESSIBILITY POLICY & ACCESS PLAN

Policy Owner SENDCo	Applies to Prior Park School, Gibraltar	Superseded documents NA
Associated documents Health & Safety Policy Data Protection Policy Equity, Diversity and Inclusivity Policy Admissions Policy SEND Policy Safeguarding Policy	Review frequency Every three years (unless the legislation/regulations update before this time) Implementation date 15 May 2025	Legal Framework Schedule 10 of the Equality Act 2010 Department for Education (DfE) guidance for schools on the Equality Act 2010

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This policy is reviewed triennially, or more regularly as required, prior to approval by Trustees, where applicable.

Last reviewed by:	SENDCo (Mrs J Valverde), Estates Director (Mr T Tootill) and Head of Compliance (Miss E Wickham)
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1. Introduction

Prior Park Schools (PPS) is a family of Christian schools based in Bath and Gibraltar. Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

The Prior Park Schools mission, underpinned by shared values, is to steward a thriving family of communities with love for the young people they serve at their heart. These vibrant communities cultivate creativity, foster integrity, and transform lives.

Prior Park Schools Values:

Curiosity - Generosity - Courage

2. Scope and aims

This policy covers three aspects:

Increasing the extent to which disabled students (including those with special educational needs) can participate in the School's curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers entry into the school.

Improving the provision of written information to disabled students, in particular that which has already been produced for students who are not disabled. This will include planning approaches by which the school will make written information (e.g. handouts, timetables, textbooks and information about School events) more accessible to students with special educational needs and disabilities (SEND). The delivery of such information should be in ways which are determined after taking into account the students' disabilities and any preferences expressed by them or their parents/guardians and be within a reasonable timeframe.

Improving the physical environment of the School in order to increase the extent to which disabled students are able to take advantage of education and associated services offered by the School. This covers improvements to the physical environment of the school and physical aids to access education.

- This plan enables schools to ensure compliance with laws regarding opportunity for students/potential students.
- It will be reviewed every three years.
- PPSG will comply with statutory requirements and guidance.
- Individuals are responsible for their discriminatory actions.
- The school's responsibility extends beyond the life of the student at the school.
- The spirit of the law is to make/consider reasonable adjustments.
- The plan outlines PPSGs duties around accessibility and how to deal with claims.

3. Our Vision

Our vision is to create a safe, happy and supportive environment in which each individual feels valued and respected, where true potential is recognised, high expectations are fulfilled, and personal achievements celebrated. For example, we believe that every child has the right to be happy, healthy, safe and successful, loved, valued and respected, and to have high aspirations for their future.

Inclusion is the process of taking the necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy school life.

4. Background

The Equality Act (2010) replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It extends protection from discrimination in some areas and has placed new duties on schools. (For further information see the Equal Opportunity Policy).

The Act makes it unlawful for PPSG and the school's governance committee, which is the responsible body of a school, to discriminate against, harass, or victimise a student or potential student in relation to:

- Admissions
- The way we provide education for students
- The way we provide students access to any benefit, facility or service
- By excluding any student or subjecting them to any other detriment.

The protected characteristics are:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

There is a requirement to have an accessibility plan outlining how we intend to improve access for disabled students to the physical environment, the curriculum and written information.

The Equality Act (2010) applies to all independent schools in England and Wales (Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination regulations 2005). Furthermore, as proprietors PPS are required to draw up equality objectives under the Specific Duties Regulations 2011, so that we meet the general aims of the Public Sector Equality Duty. This Accessibility Plan is reviewed every three years.

Any person such as staff in schools who act on behalf of the proprietor, PPS and any governance committee, are responsible for their own discriminatory actions and the Proprietor (Prior Park Schools and the governance committee) is also liable unless it can prove that it has taken all reasonable steps to stop the staff member from doing the discriminatory action, or from doing anything of that kind.

The school's liability not to discriminate, harass or victimise does not end when a student has left the school, but relates also to events afterwards such as the provision of references, or former student networks.

5. Equalities Act

The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:

- the definition of disability is less restrictive
- direct discrimination can no longer be defended as justified
- failure to make a reasonable adjustment can no longer be defended as justified
- are under a duty to make available auxiliary aids and services as reasonable adjustments, where these are not being supplied through a Statement of Special Educational Needs or from other sources.

6. Definition of Disability

The Act defines disability as when a person has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities. Some specific conditions such as multiple sclerosis, cancer or HIV are considered as disabilities regardless of their effect. Long term is defined as lasting, or likely to last, for at least twelve months.

7. Reasonable Adjustments

The 'Reasonable Adjustments' duty:

The duty to make 'reasonable adjustments' does not include a duty to change physical features. It does include a duty 'to take such steps as it is reasonable to have to take to provide auxiliary aids ... where a disabled person would, but for the provision of the auxiliary aids, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled'.

- We aim to ensure that nothing we do as a school places a disabled student at a disadvantage compared to other students. However, where we have to do so, we make sure that we take reasonable steps to try and avoid that disadvantage.
- When it is reasonable to do so, we provide auxiliary aids or services for a disabled student, when such an aid would alleviate any substantial disadvantage that the student faces compared to other non-disabled students.
- Where an auxiliary aid is not provided under the SEN system (i.e. EHCP), there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken on the basis of the facts of an individual case, including cost implications.
- There is no legal definition of auxiliary aids. We interpret this to mean any or all of the following: helpful; providing support or assistance; and that these can be things or persons which help.
- Our SEND policy defines what provision we make available including reasonable adjustments in our school. We will consider what is reasonable in the context of our school, given the circumstances of each individual case.
- Where the auxiliary aid has a benefit to the rest of the child's life outside of school, it would be unreasonable for our school to make such provision, e.g. hearing aids.
- We consider that effective and practicable adjustments for disabled students will involve little or no cost or disruption and will therefore be considered as reasonable. Where substantial adaptations are required which are not contained within our three-year accessibility plan, we reserve the right to deem these as unreasonable.
- It is our aim to ensure that disabled students play as full a part as possible in school life and our accessibility plan and reasonable adjustments help support that aim. Where any adjustment would have a detrimental effect on other students, we would not consider it to be reasonable. For example, if a geography field trip were planned to involve climbing and a wheelchair user could not take part, we would carefully consider how the disabled student could participate viably, but we would not cancel the trip because to do so would be detrimental to other students.

8. Our duty around Accessibility for Disabled Students

Our accessibility plan focuses on the following areas for implementation:

- increasing the extent to which disabled students can participate in the curriculum.
- improving the physical environment to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- improving the availability of accessible information to disabled students.

Our plan also includes the resource implications of implementing the Plan.

Our approach includes access, audit and review (See the Appendices below) (i.e. the nature of the schools' population, context, future student numbers, staff training needs, impact of anti-bullying strategies, timetabling, trips, medicines, clubs, outcomes for SEND in external exams, views of parents/guardians, students, voluntary sector, symbols, signage, font size etc.) and the process covers:

- identify actions
- setting goals and targets
- consulting on the proposed plan
- publicising the plan
- implementing the plan; and
- evaluating the effectiveness of the plan.

Accessibility and Access in practice:

Our accessibility and access plan requires the whole school community to support in the implantation of goals and targets. The LDP (Learning Development Programme) Team works collaboratively with the Heads of Department/Head of Faculty, HoH, teaching staff, Admissions Team, and the Health and Welfare Coordinator to support student with disabilities in the agreed and preferred way.

Staff are able to find specific information relating to students in the following places

- SEN Register in iSAMS
- in the students individual Student Support Plan (SSP), which is visible in a secure section on iSAMS

Expectations of staff:

Staff have a responsibility to:

- Ensure that they do not treat a disabled person less favourably than someone else for a reason relating to the person's disability
- Not indirectly discriminate against a student with a disability by failing to make a reasonable adjustment when a disabled student is placed, or is likely to be placed, at a substantial disadvantage in comparison with a person who is not disabled (also see the School's Equal Opportunities Policy and the Reasonable Adjustments section below)
- Implement reasonable adjustments
- Ensure that if a student discloses a disability, the member of staff should request their permission, where appropriate, to share this information with relevant colleagues

9. Staff Training

It is recognised that there is a need to ensure that skills are more specifically developed to enable teachers to provide effectively for students with a range of disabilities. Staff training and development will take place to ensure that curriculum access is further enhanced.

Examples of training which may be sought by and provided to teachers include:

- ensuring access to text and supporting delivery of information in the three main areas of impairment (physical, hearing and visual), including through the use of the assistive technology contained within the PLD's
- Adjustments, differentiation and / or scaffolding
- developing ICT-based resources / templates which can provide a basis for effective information delivery (in both the curriculum and organisational/administrative aspects).
- specialised areas (e.g. Braille and BSL to ensure that effective communication can take place).

10. Monitoring & Evaluation

The Head is responsible for ensuring that this Plan is implemented and to ensure that it is fair and equal to all. The Head delegates this responsibility to the Deputy Head Academic and SENDCO.

It is the responsibility of all staff to monitor the success of this Plan by ensuring that the priority areas are addressed by them in the classroom, particularly with regard to the provision of information and curriculum access.

Our Accessibility Plan and any updates will be shared with our Prior Park Schools Estates and Facilities colleague by the Estates Director.

Progress reports are provided annually to our Board of Trustees by the Head of Compliance and SENDCO, in the Summer Term. Thereafter, this report is submitted to SLT.

This Policy and Plan are available to all parents on our website.

11. Discrimination Claims

If parents/guardians are unhappy with the school's approach to reasonable adjustments in place for their child, they should in the first instance, make a complaint in line with the Complaints Policy, available on our website.

APPENDIX A - Access Summary Prior Park Schools

Prior Park School Gibraltar

- A steeply, terraced site, set high into the rock of Gibraltar, close the boundary of the National Park.
- An existing school building over 4 levels, adjoining the historic Sacred Heart Church.
- Generally, fixed classrooms for each subject, requiring students to go from classroom to classroom for each lesson.
- Dining hall, social and recreational space at different levels to the main school buildings with no passenger lift access.
- Limited parking and drop-off facilities.

Some of the curriculum is delivered offsite for example, Music and Drama at GAMPa and PE at either Europa or Victoria Stadium. The needs of individual students are always taken into consideration when attending these venues, and any reasonable adjustments will be stated on the student's individual risk assessment. Students walk with staff members to GAMPa and Victoria Stadium and are transported via bus to Europa.

General Conclusion

It is not hard to conclude that any student or member of staff with impaired mobility is going to be put at a disadvantage by the constraints at PPSG, if not prohibited altogether from access to some or all of the educational and other facilities the schools offer. However, nor can these matters be remedied in any substantial way by reasonable adjustments, short of making major alterations to physical features at the school at significant (perhaps prohibitive) cost.

Whilst consideration is taken, in all building refurbishments and new buildings, of the potential needs of disabled users, budgetary considerations must also be taken into account.

PPSG has taken steps to assesses the condition and space requirements for each of its schools and capital investment programmes have been produced to improve the schools, although these plans only go some way to ameliorate the accessibility position. There are some accessibility considerations that can potentially be mitigated through the use of a 'buddy' systems with a more able-bodied student, the suitability for which can be assessed at the time by reference to individual circumstances.

The Senior Leadership Team routinely review relevant policies, procedures and the overall suitability of their facilities, in relation to the likely affect students and prospective students who may have a disability. To assist them in this process insight and recommendation feedback is provided from anyone with a disability, especially wheelchair users who have visited the School, to help shape their plans.

The School's Facilities and Estates Department also reviews the accessibility requirements for each school when undertaking minor improvement works and accessibility issues are considered when planning all new major capital building projects.

Admissions

The School's admissions literature, policy, examinations and procedures (including access to scholarships and bursaries) includes a question on the registration form (to be treated as confidential if the applicant or parents/guardians require) giving each school details of the nature and effect of any disability, so as to enable it to consider any adjustments it might need to make. Where such a disability is identified, a further discussion is held with the parents/guardians in person and a review or meeting held with the Head and/or Head of Learning Support if applicable. All situations are considered individually.

Adjustments which can be, and have been, made available to prospective students for entrance exams include the use of laptops/computers, a reader for instructions and the provision of a prompter. The location of entrance tests at each site are routinely on computer room on the first

floor, but reasonable adjustments can be made to the location of this exam is necessary.

Additionally, information can be provided to parents/guardians and students in an enlarged format on request or electronically. Meetings can also be arranged where information can be read out for those needing to lip read.

Education - Classroom Access

PPSG has considered the problems of physical access caused by the traditional, fixed classroom system identified above and would potentially be able to overcome this through adjustments to the timetable for all core subjects (noting that unique rooms such as the library cannot be changed in the medium term).

Non-Mobility Related Disabilities

Disabilities that do not relate to issues of impaired mobility have also been considered across all schools, including the following:

I. Neurodiversity and other learning difficulties

PPSG provides an established Learning Support Provision with Learning Support Assistants (LSAs) who are able to support students with dyslexia and other related specific learning difficulties. Curriculum changes can also be made to facilitate students with additional educational needs, enabling them to drop certain subjects in favour of additional Study Support / Learning Support (LS). However, each school's curriculum is an academic one, particularly in the sixth form where A Levels are studied. The School recognises that students with severe learning support needs may have significant difficulty accessing the curriculum and so a detailed review is undertaken for each student before admission into such demanding courses. Recommendations from external professionals would also be welcome to be able to assess the suitability of such arrangements. This is to ensure that any student attending PPSG will be able to access the curriculum suitably and progress well through their entire academic journey. Comprehensive staff training is provided to all teachers periodically at staff induction / inset days.

II. Hearing impaired:

A student with impaired hearing would be able to attend any one of the schools and would be able to wear hearing aids. The School would adapt teaching practices to cater for his/her needs in the classroom. A safety protocol would also need to be drawn up to assist his/her evacuation in the event of a fire as he may not have heard the siren. Consideration could be given to a 'standalone' hearing loop could be installed in individual classrooms if needed.

III. Sight impaired:

The issues surrounding Braille teaching resources and notices, including fire and other safety notices have been considered as have been the safety issues of a student with significant sight impairment in science laboratories on the site. The cost of making the necessary physical and staffing changes which would be required were deemed cost-prohibitive in the foreseeable future. However, teaching resources can be prepared in large font size and enlarged computer screens provided where needed. A buddy system should be contemplated as the need arises.

Timetabling

Where a student is unable to cope with the length of the School day, reasonable adjustments can be made to enable him or her to leave early or arrive later in the morning. This will not affect their ability to access all of their subjects.

Groupings of students

In most subjects, students are taught in mixed ability groups, and the emphasis is on inclusion.

School discipline and sanctions

Disciplinary sanctions such as detentions have the flexibility to be carried out in rooms or spaces which are accessible to all. Reasonable adjustments can be made to the nature of

the sanctions depending on the disability of the student.

Examinations

Student's benefit from the same access arrangements during internal and external examinations, provided that the relevant medical or psychological evidence is supplied with appropriate signage from their access arrangement assessor. In addition, and to ensure that the provision is appropriate, all students are screened for learning disabilities at both the 11+ and 13+ entrance point.

Preparation for Higher Education

At the request and consent of the student, each school can liaise with HE Institutions and provide details about any specific provision and access arrangements currently provided, thereby ensuring continuity of provision.

Recreation and Performing Arts

Recreational spaces are currently difficult to access for those students with impaired mobility, although there are some open courtyard areas on ground level that can be accessed by students. Sporting and Performing Arts activities are carried out off-site at other appropriate venues in Gibraltar (Europa Point/GAMPA). The school's leadership team will make an assessment of the arrangements for any student with a disability to safely access these facilities.

Sporting Education and Activities

The curriculum at all schools includes a high emphasis on sports. Safety considerations and an appropriate risk Assessment would need to be taken into account when deciding whether it was compatible with the safety of the individual and group to allow a student with mobility disabilities or impaired sight to participate. However, the Sport's Departments are committed to making sport fully inclusive for all students and wherever possible, reasonable adjustments would be made to ensure everyone can take part in sport safely.

Trips and visits

All students are encouraged to take part in educational visits and trips abroad. Where necessary, LSAs and/or parents/guardians may accompany a trip to support students with particular difficulties. Reasonable adjustments to the trip are made where necessary. These are written into the risk assessment. For example, parents/guardians may be asked to collect their children early if the trip is deemed to be too long for certain students.

Welfare

PPSG has a strong Christian ethos that places great importance on teaching students to treat each other with dignity, respect, kindness and compassion. It actively encourages students to support and volunteer to work with children with disabilities and with the elderly, through various community-based initiatives. With this background, whilst issues such as bullying and non-integration can never be ruled out, students take seriously their responsibility to treat one another kindly. Heads of House pay special attention to the integration of students with any kind of disability and any mistreatment is dealt with, in line with the 'School's Behaviour Policy'.

Eating

The School will ensure that appropriate measures are put in place for any student who requires assistance to eat.

Staff and Recruitment

The School's staff recruitment application forms, policy and procedures includes questions (to be treated as confidential if the applicant requires) giving each school details of the nature and effect of any disability, to enable it to consider any adjustments it might need to make. Where such a disability is identified, the HR team will hold a discussion/review meeting with the manager of the relevant department to consider what support can be provided. All situations are considered individually.

APPENDIX B- Access Plans 2025-2028

This has been produced after reviewing our existing processes, school development plan and strategic aims, looking at options for improving accessibility within existing arrangements and an audit of the school site for accessibility. We monitor the implementation of the Plan and keep this under review to the access needs of the school.

1. Increasing the extent to which disabled students (including those with special educational needs) can participate in the School's curriculum.

Key area of support and category	Targets	Strategies	Outcome	Lead
To ensure that all students with a disability and special educational needs can access our curriculum inclusively	- To ensure that all staff have access to current knowledge and expertise with regards to a wide range of SEN and disabilities (SEND) - To ensure that all students with SEN and disabilities have up to date Student Support Plans to support all aspects of students learning. - To develop teaching strategies and resources which support SEND students. - To increase the use of and our provision of ICT software to further support our disabled students to access our curriculum and their exam access arrangements and to normalise the use of this technology (EAA) (e.g., ClaroRead, Immersive Reader, Dictate) - To ensure that staff can support in identifying and referring students with	- Ongoing and consistent whole school and targeted CPD sessions - Staff training: Neurodivergence (e.g. Autism, ADHD and dyslexia), graduated response, differentiation, mental wellbeing and resilience, etc. - Specialist CPD for our LS team to allow them to further support students and staff alike. - To allow external specialist assessors to observe students in situ if necessary and offer advice and training for staff. - Where relevant, to work with external specialist assessors and professionals to ensure that we support students in line with their needs. - To build collaborative relationships with students and families to review their provision and supporting student's needs. - To provide a robust specialist LDP curriculum to students with SEN/Disabilities, to include Memory (Visual and Auditory), Handwriting,	- Staff understand a wide range of disabilities and how to support students with these needs. - Staff to be able to plan 'Quality First Teaching' based lessons to support the needs of all. - Staff aware of internal support mechanisms for our students. - Increased use of ICT as students' normal way of working; in line with their EAA. - All staff aware of students SSP's, and to incorporate an awareness of their needs as well as specific teaching strategies into their Quality Teaching First planning strategy. - LSAs to support learning in the classroom by supporting students to make progress across a range of departments. - LSAs to lead interventions with individuals requiring Wave 2+ support. - Exam access arrangements in place as needed and updated/adapted as needs and guidelines change.	Mrs Valverde - SENDCo Ms Rozario - Deputy Head, Academic Mrs Oxley - Assistant Head, Curriculum

	potential needs. - To ensure that all students requiring additional help in public and internal exams have appropriate access arrangements using JCQ 2024 - 25 guidelines. - To create a holistic LS team to support, SEND students and support in the teaching of prerequisite skills for learning. - To help students to identify and articulate their own perspective of the challenges that they face.	Literacy, Social Skills, Study Skills and Organisation. - To work with our counsellor, to provide opportunities for our students to talk about their challenges. - To work closely with our pastoral team to support the whole child. - To provide a safe learning space, where students successes are celebrated and support to overcome fear of failure is felt. - Develop student voice so students can better identify their strengths, needs, strategies and targets during SSP review meetings and Student Self Review Days.	Students to confidently express their strengths and needs and how they would like to improve and what support they need	
Ensuring inclusive and appropriate transition	To ensure a positive and successful transition for all children to Prior Park School Gibraltar.	- To liaise with previous school/education providers to review potential future students. - Liaison with all stakeholders, including Admissions Team, to ensure transparency of information and good understanding of student needs, prior to joining Prior Park. - Initiate transition arrangements for students joining Prior Park, over and above the designated transition days for the whole year groups. - To ensure that we understand student's educational needs, in relation to curriculum, and that adjustments are made, where necessary. - To identify students who require specialist LS teaching from the start of their time with us. - To consider reasonable adjustments to student's timetables, to allow them the opportunity for additional	- All new students with SEND to hold an informed SSP, created in collaboration with the students and families where necessary. Gather information from their previous setting as well as specialist assessments and diagnoses in this process. - Information is shared appropriately to ensure that strategies and support is in place pre and post transition - Students feel confident and well supported accessing their new provision	Mrs Valverde - SENDCo Ms Rozario - Deputy Head, Academic Mrs Oxley - Assistant Head, Curriculum

		learning and study support.		
Ensuring that students with visual, physical and hearing impairments can access our curriculum.	- Where possible, ensure that VI/HI/PI students have full access to the curriculum as their needs change over time. - To provide on-going and personalised training for staff to enable them to support students with VI/PI/HI	- Work closely with specialist professionals regarding developing needs and changes. - Specialist staff training. - Appropriate levels of support for students. - Ensure collaboration with all key personnel - with the child, parents/guardians, staff and other agencies.	- Students are able to access the curriculum effectively and make progress in line with expectations. - Students to confidently use their PLD and navigate Teams and OneNote as well as other subject specific resources to enable curriculum access. - Students are fully included in co-curricular programme, assemblies and trips. - Staff are able to support with very specific needs. - Staff are supported to access additional training as needed with regards to a range of very specific learning needs.	Mrs Valverde - SENDCo Ms Rozario - Deputy Head, Academic Mrs Oxley - Assistant Head, Curriculum
Improving the availability of accessible information to disabled students, parents and guardians	To ensure that: - Students, parents and guardians have easy access to information. - To ensure that the school has up to date information about students and that this is disseminated to all staff where necessary. - To ensure that staff are confident and have up to date knowledge with regards to a wide range of SEN and disabilities. - Information is available for parents/guardians who are considering Prior Park School Gibraltar as a future school placement.	- SEND information is outlined on our website and Handbook for Parents. - Signposting on our website to our key policies. - SENDCo is the key point of contact for students with an SSP. - Key information shared with parents/guardians via email and phone calls.	- Information accessible on website by parents/guardians/students. - Information signposted by a variety of different routes: email, iSAMS, phone calls, etc... - Parents feel well informed about provision and progress. - Staff aware of a variety of support mechanisms within the school and can sign post parents/guardians/students as needed.	Mrs Valverde - SENDCo Ms Rozario - Deputy Head, Academic Mrs Oxley - Assistant Head, Curriculum
Improving access to	To ensure that all students	Staff training to best identify risk	Vulnerable students to feel fully	Ms Porro - Assistant

the curriculum for vulnerable students	are fully included in the school community. - To improve academic outcomes for vulnerable students. - For staff to have a sound understanding/awareness of mental health issues affecting our students to allow for early and speedy intervention. - For staff to be aware of emerging needs and how best to support students.	and protective factors in vulnerable children and share a range of strategies to engage them in class. - Data tracking and Student progress meetings to inform Graduated response - Pastoral team monitoring and reviewing attendance, progress and attainment for vulnerable students - A wide range of support available for vulnerable students: School Counsellor, Pastoral Support, 6th form Mentors and Learning Support.	included in our school community. - Vulnerable students to make progress in line with expectations. - For all staff to be aware of the vulnerable students and are able to provide support, so that issues are understood quickly, and swift intervention minimises risks to students. - Staff aware of potential mental health issues and able to identify and facilitate support as necessary through liaison with the Pastoral Team.	Head Welfare & Designated Safeguarding Lead Mrs Devincenzi- Clemens- Deputy Head Operations & Pastoral Mrs Valverde - SENDCo
Ensuring student with ongoing health needs, linked to their SEN/disability can access our curriculum	To establish close liaison with both internal and external agencies for students with ongoing health needs.	- Ensure collaboration with all key personnel - with the child, parent/guardians, staff and other agencies. - To allow other professionals and specialists to observe students. - Update staff training for specific conditions, when required. - To work collaboratively with the Health and Pastoral team. - To ensure that accurate medical records and care plans are up to date on iSAMS.	- Collaborative approach to students' health needs - succinct information sharing between key stakeholders - students, health team, LS, Pastoral teams. - Each student with a medical condition has an SSP in place to support their needs. - Students with health needs will have good attendance as a result of their health needs being well supported in school.	Ms Porro - Assistant Head Welfare & Designated Safeguarding Lead Mrs Devincenzi- Clemens- Deputy Head Operations & Pastoral Mrs Valverde - SENDCo

2. Improving the delivery to disabled students of information which is readily accessible to students who are not disabled.

Key area of support and category	Targets	Strategies	Outcome	Lead
To continue to ensure students have full access to an extended range of resources and strategies to support and enhance learning across the curriculum	- To ensure that all students with SEND has access to a PLD as their normal way of working, where recommended. - Where appropriate for all students to access adaptive technology within our school systems, e.g. dictation, e-readers, immersive readers. - Support students to assess and review their normal way of working. - To work within JCQ guidelines to ensure that students are supported to utilise their exam access arrangements as their normal way of working. - To update visual digital technology in the classroom. - To provide improved accessibility for students who suffer from visual stress with use of coloured overlays, adapted text, low level lighting, buff background paper and smartboard applications as reasonable. - Support students to access the lesson through individual access arrangements. - To support students to access all lessons, providing additional support where	- Regular reviews of reasonable adjustments within school such as the formatting of OneNote documents, organisation of files/folders, use of printed/digital hand-outs, or to reduce the need for students with poor visual memories or handwriting to copy from the board. - Specialist teachers to work with students to trial different ways of working, to find what works best for them. - Carefully consider how specific ICT programmes further support children with specific disabilities better access the curriculum. - Staff encouraged to reduce the extraneous load upon students using adaptive equipment and digital technology. - The use of Teams assignments allows us to create reasonable adjustments for tasks set as prep. - The introduction of student devices has meant that students who have an access arrangement as ICT, have access to the same high quality teacher feedback that other students receive. - All students are able to take their Personal Learning Device (PLD) home. - Ensure that furniture is ergonomically designed.	- There is a reduction in visual stress to our students. - Students are confident users of ICT, confidently making use of adaptive technology. - Students feel fully supported within their lessons. - Students building a greater awareness of the strategies that work best to support their accessibility to the curriculum, supporting our students to become self-advocates in their learning. - Independent SEND learners, accessing their lessons in line with their peers. - Appropriate equipment is being used to support students effectively across the curriculum. - Continuum of learning happens both inside and outside of the classroom, e.g. in school and at home. - Clear communication between school and home to support our students to thrive in class.	Mrs Valverde - SENDCo Ms Rozario - Deputy Head, Academic Mrs Oxley - Assistant Head, Curriculum

	necessary. To ensure students have access to a relevant curriculum which allows them the best chance of progression.	- Continuing space audit - updating the layout of some classrooms, to create effective learning environment - Ensure that sound quality is updated in each classroom to allow HI students to access the curriculum. - Monitor staffing levels, recruit additional support where needed. - CPD programme and Teacher Talks - Ensuring staff are updated about best practice in supporting students learning. - Continue to review and replace existing equipment for students to use. - Students can receive pre-teaching to support them to access the curriculum, delivered through our LDP programme. - Students play an active role in the creation of their SSP, so that they know what targeted support staff are putting in place for them. - The provision of in-class support through LSAs who support students upon our SEN register.		
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3. Improving the physical environment of the School in order to increase the extent to which disabled students are able to take advantage of education and associated services offered by the School

Area / Building	Comments	Possible works	Cost	Procurement	Business disruption
Main School Block and Dining	Access to upper levels restricted - stairs only. Possible lift access subject to design and listed building consent requirements	Feasibility of lift access from entrance courtyard to the main school building and also dining hall being considered as part of a redevelopment to form a new auditorium space on the upper terraces - subject to funding and consent.	£ -	Part of a wider re-development of the dining hall and upper terraces	Yes
Lower Play Area/Quad	Access to lower Quad	Investigate the feasibility and viability of installing either a stair or wheelchair platform lift to provide lift access from courtyard down to the lower quad. Make suitable alternative provision for students with disability if a lift is not possible/feasible.	£50,000	Cost benefit of this adjustment would need careful consideration - would require planning consent.	Yes
Upper terraces and Ball Court	No disabled access to the upper terraces and ball court	Investigate the feasibility and viability of installing lift access from the main school building to the intermediate terrace and upper ball court - perhaps as part of the feasibility design for the new auditorium development. In the interim, make alternative suitable alternative provision for students with disability.	£ -	Cost benefit of this adjustment would need careful consideration - would require planning consent.	Yes

APPENDIX C- School Accessibility Checklist

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How does PPSG deliver the curriculum?			
Questions	Yes	No	N/A
Do you ensure that teachers & teaching assistants have the necessary training to teach and support less abled students?			
Are your classrooms optimally organised for differently abled students?			
Do lessons provide opportunities for all students to achieve?			
Are lessons responsive to student diversity?			
Do lessons involve work to be done by individuals, pairs, groups & the whole class?			
Are all students encouraged to take part in music, drama & physical activities?			
Do staff recognise and allow for the mental effort expended by some SEND students?			
Do staff provide alternative ways of giving access to experience or understanding for SEND students who cannot engage in particular activities?			
Do you provide access to computer technology appropriate for students with disabilities?			
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?			
Are there high expectations of all students?			
Do staff seek to remove all barriers to learning and participation?			
Comments: Staff are provided with information about each student with an additional learning need via a SSP, which is available via iSAMS and Teams.			

Section 2: Is PPSG designed to meet the needs of all students?			
Questions	Yes	No	N/A
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms; the assembly hall; canteen; library; gymnasium and outdoor sporting facilities; playgrounds and common rooms - allow access for all students?			See notes above
Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?			
Are emergency and evacuation systems set up to inform ALL students, including students with SEND; including alarms with both visual and auditory components?			
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?			
Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?			
Are areas to which students should have access well lit?			
Are steps made to reduce background noise for hearing impaired students such as considering a room's acoustics and noisy equipment?			
Is furniture and equipment selected, adjusted & located appropriately?			
Comments:			
We do not yet have a sensory room or space for students that need a quiet space to regulate.			

Section 3: How does PPSG deliver materials in other formats?			
Questions	Yes	No	N/A
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?			
Do you ensure that information is presented to groups in a way which is user friendly for people with SEND e.g., by reading aloud overhead projections and describing diagrams?			
Do you have the facilities such as ICT to produce written information in different formats?			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?			
Comments:			
We are increasing access to ICT for students with motor coordination difficulties and fine motor control difficulties to access dictate and touch-typing programmes.			