

Accessibility Plan - Autumn 2023 - Autumn 2026

Felsted School Accessibility Plan

Aims and Ethos

Felsted School Aims and Ethos are available to view on our website <http://www.felsted.org/Policies>.

We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an admissions policy and criteria, available to view on our website, 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.

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 education and associated services offered by the School.

We provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend, amongst both our staff and our pupils, and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

Monitoring

At Felsted School the Education Committee has oversight of the Accessibility Plan alongside the Support for Learning (Special Educational Needs) Policy.

The Committee's responsibilities include:

1. to review the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make 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
3. to review the School's Support for Learning (Special Educational Needs) Policy every two years
4. to review the School's Accessibility Plan annually

The following is monitored by the School's SLT on a termly basis:

- 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

We audit our provision for pupils with special educational needs and/or disabilities. Views of teaching and non-teaching staff and pupils are obtained to ascertain staff's understanding of disability and accessibility, priorities for our pupils with SEN and/or disabilities and priorities for our pupils' parents. These views have informed our School Accessibility Plan for Autumn 2023 - Autumn 2026.

The results of the School's continuous monitoring of the above informs the Accessibility Plan which relates to the following ISI Regulatory Standards on special educational needs and disability.

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Aim - Improving access to the physical environment - Accompanying Building Data Access Sheets (BDAS) provide further detail									
Term	Target / Objective	Method - including action and resource required	Timescale - including target date where relevant	Responsibility	Evidence of Implementation / expected outcomes	Progress as of Summer 2024	Progress as of Summer 2025	Progress as of Summer 2026	Target Complete
Short	Confirm any specific immediate student requirements	Meet with relevant staff (Deputy Heads/Director of Op Svcs/Admissions/Compliance Manager)	As appropriate for the start of a term	SLT / Prep LT / Director of Op Svcs / Estates Manager	Necessary adaptations to allow for safe access and egress.	Ongoing - Additional fire alarm activated vibration units purchased and issued in BH's	No action required		
	Review additional accessible car parking spaces to give wheelchair access	Identify suitable locations and mark accordingly via site wide review including cost estimates as necessary	01/12/2023	Director of Op Svcs / Estates Manager	BDAS - Production of separate specific car parking spaces	Additional spaces marked out at Reekie	Additional space reserved at Senior Reception and Science Dept		
	Review existing wheelchair access arrangements for footpaths, building/room entrances and WC arrangements	Site wide review including cost estimates as necessary	01/12/2023	Estates Manager	Improved knowledge and implementation plan in place for improved wheelchair access on the site.	Removal of (3 x portacabin) inaccessible classrooms at Prep	No update to report at this stage		
	Review existing building hearing arrangements to provide hearing loop access	Site wide review including cost estimates as necessary	01/12/2023	Estates Manager	BDAS - Details of Hearing Loop requirements	No update to report at this stage	No update to report at this stage		
	Review existing lighting arrangements	Site wide review including cost estimates as necessary	01/12/2023	Estates Manager	BDAS - Lighting arrangements	No update to report at this stage	Additional external lighting installed at Courtauld Centre		
	Review of furniture arrangements to ensure free movement throughout buildings	Site wide review	01/12/2023	Estates Manager	BDAS - Detailing furniture changes required	No update to report at this stage	No update to report at this stage		
Medium	All new buildings and major works to take into account improvement of access to the physical environment	Improve access through development of the School Site Master Plan Provision of access considered for every new building project and major works	Ongoing	Director of Op Svcs / Estates Manager	All new buildings are fully compliant with the provisions of the Equality Act. Major works for new and refurbished buildings take full account of accessibility requirements, subject to any planning or physical restraints if making adjustments.	No update to report at this stage	No update to report at this stage but principles to be applied to the development of new S&C facility		
	Installation of hearing loops as necessary	Justification from BDAS	Within 3 years	Director of Op Svcs / Estates Manager	Loops installed within Public Access buildings if necessary	No update to report at this stage	No update to report at this stage		
	Installation of additional automatic door hold open systems	Justification from BDAS	Within 4 years for those identified within the implementation plan.	Director of Op Svcs / Estates Manager	Automatic systems installed within buildings to facilitate disabled access and egress	Additional Hold Open devices installed in Gepps/Deacons	Additional Hold Open devices installed at Courtauld Centre		
Long	Installation of additional WC & Shower arrangements to give wheelchair access	Justification from BDAS	Within 5 - 7 years - or sooner if required	Governors/ Director of Op Svcs / Estates Manager	Quotations to be obtained and presented to Director of Op Svcs	No update to report at this stage	No update to report at this stage but principles to be applied to the development of new S&C facility		
	Installation of additional entrance modifications to give wheelchair access	Justification from BDAS	Within 5 - 7 years - or sooner if required	Governors/ Director of Op Svcs / Estates Manager	Quotations to be obtained and presented to Director of Op Svcs	No update to report at this stage	No update to report at this stage		

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Aim - Improving access to the curriculum									
Term	Target / Objective	Method - including action and resource required	Timescale - including target date where relevant	Responsibility	Evidence of implementation / expected outcomes	Progress as of Summer 2024	Progress as of Summer 2025	Progress as of Summer 2026	Target Complete
Short	To ensure equal access for all students by using appropriate technology	Source 6 reading pens for use with dyslexic students and to use in internal exams. Promote use of 'Read and Write' so that this is used by dyslexic students when accessing Google Classrooms	End of Spring term 2023	Head of Support for Learning/SEND Co - Senior	Increased independence in classwork, prep and public exams	Wider adoption of technology with 3 students using reading pens in public exams. Wider use of 'Read and Write' for independent reading tasks.	Reading pens added to IEPs of 5 Year 9s to promote early adoption. Pens also used more widely in exam years		
Medium	IEPs in place for all students on the SEND Register and these to be reviewed by termly	Student Services Lead to collate IEPs on spreadsheet for HMs to facilitate identification of 'key worker' to review IEPs	End of Spring Term 2023	Head of Support for Learning/SEND Co - Senior	Improved attainment and engagement as evidenced by progress data and reports	The majority of students on SEND register have IEPs or IEPs in development. These are now reviewed termly through Student Services Lead and HM meetings and all with IEPs have 'key worker'. Qualitative data shows trend of improved engagement and outcomes. Quantitative data trends emerging and further analysis in progress.	Majority on SEND register have IEPs. Systems proposed for Autumn 26 to systematically meet and review IEPs		
Long	Curriculum options further developed so as to offer increased pathways for neurodiverse students	Research of additional qualifications which by their modular nature and subject content might offer appropriate support and challenge for neurodiverse learners who might otherwise not have a 6th Form pathway	End of Summer 24	Head of Support for Learning/SEND Co - Senior	Improved engagement of neurodiverse learners with 6th Form study	Improved range of courses and pathways for neurodiverse students in place, for example Business BTEC.	Increased number of linear courses on offer in Autumn 26 including BTEC Media production		
	Visit other IAPS schools to gather ideas for best practice.	School Visits	Ongoing	Head of Support for Learning (Prep) and SENCO	Outcomes will vary but our own practice can be reviewed in light of findings.	GLCS attends the Group 9 SENCO meeting to discuss SEND issues and best practice twice per year.	JWH planned visits to Millfield and other schools to observe best practice		

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Aim - Improving access to information									
	Target / Objective	Method - including action and resource required	Timescale - including target date where relevant	Responsibility	Evidence of implementation / expected outcomes	Progress as of Summer 2024	Progress as of Summer 2025	Progress as of Summer 2026	Target Complete
Short	Develop school website so range of dyslexia friendly options such as background colour and font	Review current text access on website and liaise with website manager to increase options	End of Summer 23	Head of Support for Learning/SENDCo - Senior / IT / Marketing	Increased engagement and access to material. Increased traffic and interest from those considering the school with neurodiversity considerations	School website redesigned Autumn 24. Increased dual coding (text and images/graphics) and less complex layout in parts. Alt text added to images to improve accessibility.	Redesigned of website with streamlined text		
	Development of Neurodiversity at Felsted Site	Review existing resource and gather staff feedback	End of Summer 24	Head of Support for Learning (Prep) and SENCO	Increased engagement with existing material and feedback for future development	Site has been developed.	Improved signage		
	Development of Neurodiversity Cafes in Prep School	Gather feedback from parents after events already in the calendar	End of Summer 24	Head of Support for Learning (Prep) and SENCO	Increased attendance at cafes and feedback from parents to inform future events	Neurodiversity Cafes are now in the calendar for each term and have been attended by around 20-30 people each term.	Neurodiversity Cafes in senior school half term and well supported		
Medium	Annual INSET for all staff about information processing and neurodiversity	Start of term INSET	End Autumn 24	Head of Support for Learning/SENDCo - Senior / Head of Support for Learning (Prep) and SENCO	Engrained understanding of ways that neurodiverse learners process and retain information and so improved resources and implementation of reasonable adjustments	INSET currently on ongoing basis such as dyslexia awareness week and liaising with departments such as Classics for bespoke training on reasonable adjustment.	Systematic planning for online neurodiversity training from Autumn 26		
Long	Manage and assess the flow of information for neurodiverse learners	Carry out research as to types of information received by students each day/week and in what format	End Summer 24	Head of Support for Learning/SENDCo - Senior	Manage flow of information for neurodiverse learners to improve engagement and reduce overload. Improved meeting of deadlines, prep and responses to relevant communications and so improved attainment.	Extensive internal research carried out on prep experience and how this is perceived and accessed by neurodiverse learners. Changes in progress to make prep more accessible to all learners	Increased student surveys, analysis and action point		
	Visit other IAPS schools to gather ideas for best practice.	School Visits	Ongoing	Head of Support for Learning (Prep) and SENCO	Outcomes will vary but our own practice can be reviewed in light of findings.	GLCS attends the Group 9 SENCO meeting to discuss SEND issues and best practice twice per year.	JWH to visit Millfield and other schools to observe best practice		