

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 Pupil Focus Group has oversight of the Accessibility Plan alongside the Support for Learning (Special Educational Needs) Policy.

The Group'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 2026- Autumn 2029.

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.

Accessibility Plan - Autumn 2026 - Autumn 2029

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	Current position	Progress as of Summer 2027	Progress as of Summer 2028	Progress as of Summer 2029	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 as necessary				
	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	01/02/2027	Director of Op Svcs / Estates Manager	BDAS - Production of separate specific car parking spaces	Spaces allocated at Performing Arts Studio and HT, Front of School, Reekie Car Park, LRH, BKA, Sports Hall and Prep School				
	Review existing wheelchair access arrangements for footpaths, building/room entrances and WC arrangements	Site wide review including cost estimates as necessary	01/02/2027	Estates Manager	Improved knowledge and implementation plan in place for improved wheelchair access on the site.	Removal of (8 x portacabin) inaccessible classrooms at Prep. Establishing costings for new access to School House and Senior Science				
	Review existing building hearing arrangements to provide hearing loop access	Site wide review including cost estimates as necessary	01/12/2027	Estates Manager	BDAS - Details of Hearing Loop requirements	No update to report at this stage				
	Review existing lighting arrangements	Site wide review including cost estimates as necessary	01/12/2027	Estates Manager	BDAS - Lighting arrangements	Upgraded external lighting installed at Courtauld Centre				
	Review of furniture arrangements to ensure free movement throughout buildings	Site wide review	Ongoing	Estates Manager	BDAS - Detailing furniture changes required	No update to report at this stage				
Medium	All new buildings and major works to take into account improvement of access to the physical	Improve access through development of the School Site Master Plan Provision of access considered for every new	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,	Accessible WC being provided within Athletic Development Centre				
	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				
	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	No update to report at this stage				
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				
	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				

Accessibility Plan - Autumn 2026 - Autumn 2029

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 2027	Progress as of Summer 2028	Progress as of Summer 2029	Target Complete
Short	Teachers integrate reasonable adjustments from IEPs into Quality First Teaching and also into co-curricular and other settings	IEPs are referred to in Department schemes of work. HoD learning walks to support this process.	Spring 27	SLT	SLT learning walk/lesson observation data shows that reasonable adjustments from IEPs are observable for 2 students in each class 80% of the time				
	Improve the quality and consistency of teaching assistant led interventions in the Prep School	Prep SENCO to provide structured training and ensure time is ringfenced in TA timetables.	Plan to be in place for September 27 with ongoing termly reviews.	Prep SENCO	Weekly logs kept by TAs, records of targets and outcomes and analysis of data				
Medium	Research and implement learning and teaching and communication resources which allow students to overcome barriers to learning identified in IEPs	Research led measures to support learners with ICT resources but also concrete resources such as text books and other resources. Review channels of communication and review and adjust so accessible to neurodiverse learners	Summer 27	SfL/SLT	Research document shared with CR showing strengths/weaknesses of digital and text book resources. This research to explain use of resources on SLT learning walks twice each half term				
	Provide Prep teachers with specific training that will allow them to support pupils within their classes to access the curriculum	Prep SENCO to work with PLT to organise and implement a staff training plan for 26-27 academic year.	Summer 28	Prep SENCO/ PLT	Teacher questionnaires, evidence from learning walks, progress data for SEND children.				
Long	Research and implement suites of qualifications which allow access to all learners. Research areas such as additional BTECS and Functional skills as appropriate.	Research additional qualifications, visit other school as appropriate and gather feedback from stakeholders	Summer 28	SfL/SLT	2 additional courses available to SEN and other learners. 1 school visit/virtual meeting carried out to inform implementation				
	Ensure assessments (for pupils whose GL scores are very low) are able to accurately measure progress	Research and trial assessments that can track progress for those who are unable to access GL assessments	Summer `	Prep SENCO/ PLT	Comparison of Data from GL and other assessments.				

Accessibility Plan - Autumn 2026 - Autumn 2029

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 2027	Progress as of Summer 2028	Progress as of Summer 2029	Target Complete
Short	To present written information in a way that is accessible to neurodiverse learners and community	Research dyslexia friendly font and background options for school communications such as the newsletter.	Spring 27	SENCo/SLT/Marketing	Evident in school communications/newsletters/web site. Outcomes can be measured by survey of community with a target that 70% consider the presentation style accessible/appropriate				
	To review any materials and events where access to information may need to be altered to ensure disabled pupils and/or parents have full access to information	Ensure information on the school website and admissions materials are compliant with the Equality Act (2010). Use reading age tools to ensure admissions process are accessible.	Spring 27	SENCO/ Marketing/ Admissions	Consistent and coherent admissions documentation.				
Medium	Make content accessible to neurodiverse learners and community. Consider '3-click' rule so that essential information can be easily and intuitively accessed	Research appropriate language to allow access for learners/community with for example autism conditions and ADHD. Consider how neurodiverse learners and community process and extract meaning from language	Summer 27	SENCo/SLT	Information is phrased and presented in accessible format/style for the school community including neurodiverse students/stakeholders. A higher percentage of information can be reached in 3 -clicks (50%)				
	Continued development of Neurodiversity Cafes in Prep School	Plan Neurodiversity Cafes to complement school year	End of Summer 27	SENCOs with PLT/SLT support	Increased attendance at cafes and positive feedback from parents to inform future events				
Long	Embed text to speech and integrate AI so that resources can be accessed and adjusted as appropriate to need	Research uses of AI for adjusting/summarising to allow improved access.	Summer 28	SENCo/SLT/ICT lead	Students/stakeholders have wide access to embedded AI/text to speech facilities in school communications resources. Information is better understood by neurodiverse learners and this can be quantified by primary research/questionnaire.				
	Embed use of technology to support SEND learners throughout the school to become independent learners and ready for life beyond Felsted.	Research and trial relevant technology	Summer 28	SENCOs	Send data, pupil questionnaires, with increased use of appropriate use of technology to support better outcomes for SEND pupils				