Culford School

Accessibility Plan
2026-2029

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1. Introduction

Culford School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Culford encourages amongst its pupils an appreciation of the need to serve and care for other people. It therefore condemns any form of prejudice or denial of equal opportunities on the grounds of disability and wishes all its pupils to benefit equally from its provision.

2. Legislation and guidance

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. The Equality Act 2010 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School's Special Educational Needs and Disability (SEND) Policy sets out the School's policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

3. Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Special Educational Needs and Disability (SEND) Policy outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

The School's Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum. This includes teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school trips. It also includes entry into the school.

- improve the School's physical environment for the purpose 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. This includes improvements to the physical environment of the school and physical aids to access education.

- improve the delivery to disabled pupils of information which is readily accessible to pupils 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 pupils with SEND. The delivery of such information should be within a reasonable

time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality. The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please see our Child Protection and Safeguarding/Equality and Diversity Policy.

The plan will be made available online on the school website, or from the School Office upon request.

4. Assessing Needs

As a part of the Admissions Policy, and because of registration disclosure forms, parents can disclose and outline the nature of an individual child's disability and highlight any reasonable adjustments that may need to be made prior to or during their time at Culford school.

In determining what a reasonable adjustment is, the school will have regard to:

- The financial resources available to the school
- The costs of any alterations to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments
- Health and safety requirements

4. The Estate

One of the obvious problems that Culford has in accommodating disabled pupils accessing the school building and navigating the site safety are the heritage restrictions on the buildings and grounds that fall within the heritage curtilage of the school campus.

Any development, whether to buildings or within the grounds, requires English Heritage and Conservation Officer approval. Improvements for better access to historic buildings, such as by adding ramps, lifts, widening doorways, adding automatic doors or, updating pathways and surfaces are not often possible.

Due to the spread of the buildings across the school campus, pupils are required to cross parkland and move between buildings to access classrooms, boarding, sports facilities, dining halls, music rehearsal rooms and assembly halls.

The School also has a system of fixed subject areas with regard to the use of specialist academic equipment and facilities.

Despite these difficulties caused by the historic fabric and importance of the estate, Culford remains committed to improving access for pupils with disabilities to the education it offers. It is equally committed to improving the campus as a workplace for those with disabilities.

6. Auxiliary Aids

The school continues to provide reasonable adjustments with auxiliary aids and services to pupils where needed which includes:

- **Accessible information**

Providing materials in Braille, large print or via email. The School uses Google Classroom and Google Drive to support pupils accessing the curriculum. This comes with an inbuilt accessibility feature to support pupils with disabilities.

- **Communication support**

In addition to Google Suite, provision of readers, text to speech technology and devices, the School's website has an accessibility tool that allows users to navigate the site content. This currently conforms with the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG) 2.2 Level AA Success Criteria, and ensures an optimal user experience for all users, regardless of their individual abilities.

- **Specialise equipment**

Hearing loops, adapted keyboards, screen reading software or ergonomic furniture.

7. Accessibility Plan

7.1 Improving access to the curriculum

Goal	Targets	Action and Resource Required	Timeframes
Continued CPD training for all teaching staff to ensure they are up to date with in class strategies.	Staff confidence in providing appropriate teaching and support for pupils. Staff being able to adapt to support pupils with disabilities.	Identify any trend updates, ensure refresher training for existing staff and training for new staff.	Ongoing
Be ready to review the needs of pupils who may not be able to access classrooms, exam rooms etc.	To be able to accommodate pupils in an alternative location on the school campus.	Discussion with timetabler, tutors, exam manager and Deputy Head to review locations, staffing and logistics. Review room allocation for lessons or work to support ground level accessibility.	Ongoing
Be ready to review accessibility needs for school trips.	Access on trips for pupils with disabilities include transport, accommodation and venue accessibility.	Trip leaders make arrangements with transport, accommodation and venues to confirm accessibility arrangements in place.	Ongoing
Be ready to review accessibility needs for sport and co-curricular activities.	Access for pupils to engage with co-curricular activities and sports.	Staff to consider accessibility arrangements when planning curricular	Ongoing

		activities. Consider location, activity. Where third party providers are used, consider their accessibility arrangements. Discuss with other schools their accessibility arrangements when traveling for fixtures.	
Review transition procedures for pupil moving up to the next school (Nursery to Pre Prep, Pre Prep to Prep, Prep to Senior)	Support transition and allow review of any reasonable adjustments for new buildings.	Deputy Head to discuss with relevant staff to support review of transition needs of the pupil.	Ongoing

7.2 Improve access to the physical environment

Goal	Targets	Action and Resource Required	Timeframes
Improve building accessibility where allowed.	Consider accessibility needs as part of renovation or building projects.	Head of Facilities and Project Manager to update project pro forma to include. Ensure accessibility is part of the agenda with architects/ designers during the design phase.	August 2026 on wards
Pathways and Grounds	Improve surfaces of pathways between buildings. Repair and improve severely uneven sections of primary walkways and building access.	Review of current pathways throughout the site. Provide a report on scope of works and cost and consider upcoming building projects.	July 2027 for assessment
Improve accessibility of swimming for pupils with disabilities.	Installation of hoist on to poolside	Carryout assessment of poolside to ensure the hoist can be fitted, (enough space on poolside)	July 2027 for assessment
Carry out accessibility review of school campus	Identify areas of improvement, what works can be carried out and what is restricted.	Identify a competent assessor and review findings.	July 2027 onwards

7.3 Improving access to information

Goal	Targets	Action and Resource Required	Timescale
Short Term	Teacher CPD to present information to groups in a way which is user friendly for disabled pupils e.g. by reading aloud video or whiteboard projections and describing diagrams.	Continue including CPD training in place	From September 2026 and ongoing
Short Term	Whole-school 3-year subscription for DocsPlus (software offering off-line word processing for all pupils, and literacy support for SEND pupils including exam access arrangements reader, scribe, etc). This will be installed on all school laptops for exams and on all pupils' own devices for everyday use in the classroom and at home.	ICT Services to install on exam laptops over the summer. ICT Services to aid installation on pupils' own devices LD Dept to train SEN pupils to use assistive features of software .	From Sept 26 and ongoing
Short Term	Senior School Thursday CPD session: Train all teachers to use DocsPlus, enabling them to then support pupils with this	Cricksoft will provide 2.5hrs of staff training as part of subscription	From Sept 26 and ongoing
Medium Term	Senior School Thursday CPD session: Supporting Pupils with Autism and ADHD in the Classroom, with a particular focus on AuDHD	Contact at Cambridge ADHD and Autism Centre to visit school for 1-hour session	By end of Dec 26
Medium Term	Continue Learning Walks with a focus on SEND pupils to identify areas for improvement	Whole-staff feedback and further guidance delivered	ongoing

8. Record of Actions from previous plans

8.1 Improving the physical environment

Area of Improvement	Improved	Start	Finish	Status
Upgrade of lighting in all rooms and buildings	Lighting levels to 550 lux in appropriate areas	April 2018	Sep 18	Complete
Fieldgate - Pre Prep	Dedicated disabled parking	Sept 2018	Sep 18	Complete
Culford Nursery	Dedicated disability parking and access. Installation of access ramps to play area from playroom	2017	2018	Complete
Art extension	Dedicated disability access to the building	Sept 2018	2018	Complete
Upgrade to disability access lift for Centenary Hall	Access to upper levels of Main School	July 2018	July 2018	Complete
Resurface path to Sports Centre via Pringle	Access from car park and pedestrian routes	August 2018	August 2018	Complete
Sports Centre Car Park	Dedicated disability parking and access	December 2020	December2020	Complete
Design Technology	Accessibility within workshop spaces and design studios. The building as a whole will become flexible with spaces inside and outside the building adaptable to individuals. Workshops will have adjustable benches to support use of machinery. Pupils with SEN or a disability can tailor device features to meet their own needs.	April 2022	April 2022	Complete
Evacuation chair for Centenary Hall	Provide an alternative exit route in an emergency.	June 2025	June2025	Complete

8.2 Improve Delivery of Information

Improve the delivery of information to disabled pupils			
Area of Improvement	**Improved**	**Finish**	**Status**
Google classroom suite	Resources for teachers and pupils. Continuous development by Google.	Sept 17	Ongoing
School website	Upgrade accessibility tools and visibility of the tool.	June2026	Ongoing

8.3 Improving access to the curriculum

Improvement	Supports	Finish	Status
Text to speak and speech to text software	Pupils' writing	Sept 2018 -	Ongoing
Introduction of reading pens in Senior School	Pupils' reading	Sept 2018	Ongoing
Teacher training - CPD	Supporting the use of these tools	Jan 2019	Ongoing
Information sheets for teachers	Information about support and resources	Sept 2018 - on	Ongoing
Senior School screening programme for SEN	Pupils who may need additional support	Sept 2018 - on	Ongoing
Listening books from the Library	Pupils who find it difficult to read printed text	Sept 2018 - on	Ongoing
Rolling SEN training programme for teachers	Skills and resources in the classroom	2019	Ongoing
Centralised database of SEN professional	Teachers confident to use facilities	2019	Ongoing
Observation support programmes	Embedding support in the classroom	2020	Ongoing
Creation of CPD reading group	Improved skills and resources	2020	Ongoing
Assistive Technology after-school activity	Training pupils to use assistive reading and writing software	2022	Ongoing
Study Skills after-school activity	Additional support for pupils if needed	2023	Ongoing
Retrieval practice and metacognition as CPD areas of focus	given the strong evidence of efficacy for all learners, particular those with diverse learning needs	2022-23 / 2023-24	Ongoing
Whole-staff CPD: 1.	Features of Neurodiverse Conditions,	Thursday 2nd February 2023	Ongoing
Whole-staff CPD: 2	Supporting Neurodiverse Learners in the Classroom,	Thursday 9th March 2023	Ongoing
Learning Support Update to Heads of Department	including results analysis and guidance	ongoing	Ongoing
Learning Lunch:	Supporting Pupils with ADD / ADHD in the Classroom, with a particular focus on current F4 cohort	Thursday 16th November 2024	Ongoing
Learning Support Learning Walks	Whole-staff feedback and further guidance delivered,	Wednesday 13th March 2024	Ongoing
Two sessions of whole-staff CPD:	'From Differentiation to Adaptation'	Ongoing = Term 1.2024-25, externally led	Ongoing
Increased frequency of learning walks	Focused on SEND pupils to identify areas for improvement	ongoing	Ongoing
Learning Lunch	With CPD focused and targeted on supporting named pupils / cohorts needs.	Ongoing Once a term	Ongoing
Quiet room - Prep School	Pupils who need support with dysregulation have a place to go to listen to quiet music, mindful colouring, and practice breathing techniques.	Ongoing April 2024 onwards	Ongoing
Inset Senior School whole-staff CPD	'New LD pupils' - targeted support for named pupils	September 2025 and Sept 2026	Ongoing

Senior School HODs meeting	Overview of laptop uses/spellcheck procedures	Jan 2026	Ongoing
Refresher: Senior School Learning Lunch for teachers	Overview of admissions process for pupils with SEND. Reminder of where to find LD information; overview of JCQ access arrangements process	6 March 26	Ongoing
SHOUT CR meeting	Weekly CR meeting: regular updates on SEND legislation, pupils of concern, etc - all linked to improving access to the curriculum	Weekly, ongoing	Ongoing
External Speaker on Supporting Neurodiverse pupils		Thurs 24 Sep 26	Ongoing

9. Other relevant polices

- SEND Policy
- Child Protection (Safeguarding) Policy
- Admissions Policy
- Behaviour Management Policies
- Health and Safety Policy
- Curriculum Policies
- Equality and Diversity Policy