



ACCESSIBILITY PLAN 2020-2023

	OBJECTIVE	ACTION	TIMESCALE	COST	RESPONSIBILITY FOR ACTION	INTENDED OUTCOME	ACTUAL OUTCOME
1	To support staff to ensure they have understanding of each type of SpLD and disability so that teaching approach can accommodate needs.	Guidance to be provided to all staff teaching pupils with SpLD on impact on learning of particular disabilities, through measures such as INSET, Staff Briefings one to one meetings or via iSAMS.	Ongoing. Reviewed termly by Heads of Learning Development.	Time	Heads of Learning Development and SLT	Learning Development Register updated as required and entries added to iSAMS. Staff use appropriate support and differentiate for all pupils.	LD Registers are updated as new information arrives in School.
2	To identify pupils who would benefit from additional support in School and to inform examination boards of those who qualify for reasonable adjustments.	Screening to take place in Year 7 and Year 9 to aim to identify pupils who may be eligible for reasonable adjustments.	ongoing	Time	Head of Learning Development and Examinations Officer (Senior School)	All additional examination requirements met. Pupils with additional support needs are identified.	Head of LD works with teachers and the Exams Officer to ensure arrangements are in place in time before examinations to enable the adjustment to become the pupil's normal way of working.

3	To maintain provision in line with current best practice and ensure regulatory and legal compliance and any amendments to buildings or new builds to comply with new building regulations.	Learning Development policy to be updated and kept under review to reflect changes in national requirements and to reflect pupils' needs	Annually, Michaelmas term or more frequently as necessary & subject to any changes in legislation.	Ongoing	Heads of Learning Development & Education Committee/ Estates Department.	All legal requirements met. Best practice is reflected in the policy documentation.	Policy updated June 2020
4	To improve, as deemed appropriate by the Head of LD, the provision for pupils requiring additional support.	Maintain regular meeting with relevant SLT personnel	Fortnightly meetings	Time	SDL/SBE/KO/CAG	Best possible deployment of resources available.	
5	Enable individuals with specific disabilities relating to evacuation procedures to be alerted to evacuation and establish safe exit route for all.	Installation of visual fire alarm /alert systems as part of refurbishments. Estates to be tasked with costing such provision Refer to Health and Safety Meeting & PEEP policy	Ongoing	Visual alert system £100 per unit.	Estates Manager and H&S Committee	Ongoing – to be incorporated into major refurbishments across School site.	PEEPS completed for any individual requiring assistance during an evacuation.

7	Improve visibility / accessibility to School buildings	Continue installation of exterior lighting – ref to Estates. Highlight 'problem areas – eg outside Weymouth, outside Dining Hall depending on approach route. Refer to Health and Safety Meeting 27/09/18.	Ongoing.	Built in to annual maintenance budget.	Estates, H and S Committee Manager	This project is ongoing; as further areas are identified they will be upgraded.	
8	Improve access to buildings.	Maintain supply of portable ramps. ref to Estates. Audit required.	Ongoing	Built in to maintenance budget.	Estates Manager and H and S Committee	Some ramps already installed. Ongoing. Further Ramps to be installed in buildings to be available for use as necessary.	Reception now very accessible with ramp access. New sixth form centre will have a lift.
9	To support visually impaired pupils to access examinations.	Modification of examination conditions to meet the needs of those with visual impairment	Continual review for all Public and internal Examinations.	Larger desks (from stock) Need to ensure these are provided where needed. Modest additional printing cost for larger papers, folders to contain all exam papers etc	Head of Learning Development/Exams Officer to advise on requirements. Estates to arrange desks, Repro to produce larger script copies	Visually impaired have suitable conditions, specific to disability, in order to complete examinations	Reasonable adjustments in place as required.

11	School to have appropriate transport accessible for pupils/staff with mobility difficulties	Replacement Minibus Programme – consider vehicles which allow transport of wheelchair users/hire PVSAR buses as required.	As minibuses fall due for replacement	No significant additional cost over vehicle without provision	Bursar/Transport Coordinator and H and S Committee	All minibuses appropriate for use by any personnel with mobility difficulties Come.	PVSAR requires wheelchair accessible transport for vehicles carrying over 22 passengers. When appropriate book PSVAR compliant vehicles.
12	Obtain full understanding of additional needs and agree reasonable adjustments that can be made	Pre Admission meetings (and post admission where difficulties develops after admission) to be held between parents & relevant staff. (Relevant staff include Heads of Learning Development, Pastoral Team, Medical staff as necessary)	Ongoing	Depending on adjustment necessary	Heads of Learning Development, Medical or pastoral staff as appropriate	Appropriate systems and aids, as necessary are in place to support the pupil.	School is aware of all needs and responds appropriately

13	To embed transition strategies for pupils accessing Learning Support	Transfer meetings held annually between Lower Prep/Upper Prep & Prep/Senior to discuss pupils to ensure continuity of support as pupils move to a new part of the School. Pupil voice to be central to all discussion	Annually	Meeting time Pupil voice and learning walk time for Heads of LD	Deputy Heads, Pastoral to ensure that all relevant parties, to include Learning Development, Wellbeing and Medical are party to the major transition meeting. CPOMS to be used consistently with relevant parties having access.	Pupils continue to progress.	All relevant parties are aware of all relevant discussions and decisions.
14	To obtain advice about up-to-date practice and resources from specialist sources /external professionals	Develop practice across the School in line with the advice sought.	Ongoing throughout year.	Time with relevant outside agencies/ professionals. Training and delivery time	Heads of Learning Development Whole School Staff	Individualised support for relevant pupils to maximise access to the full curriculum and development of practices in School.	Our knowledge is in line with current practice and the support is effective
16	To remove short term barriers to learning caused by injury or illness. Ensure that PEEPs are in place for both permanent and short term disabilities.	To put action planning in place to support short term difficulties experienced by pupils. Consider the ramifications of short term immobility of pupils and plan for possible outcomes.	Ongoing	Time to consider possible causes and solutions and write up contingency plans	Tutors take responsibility for short term arrangements (including PEEPS) in liaison with Deputy Head Academic Heads of Learning Development, HoDs, SLT & H&S Committee	To ensure short term barriers are removed as effectively as possible so that learning continues appropriately	LD has 8 laptops for short term loan for pupils with injuries that cause barriers to learning

23	School Website is accessible to those with disability and clearly communicates ways School seeks to meet the needs of those who may experience accessibility problems	Launch of new School Website should include a specific consideration of accessibility issues.	Lent Term 2014 and then reviewed annually.	Organisational & consultation Time.	Website Admin Team (Marketing, H Rush Sept 2018)	School clearly demonstrates its desire to make reasonable adjustments for its community and the community is aware of the ways it does this and can request further actions.	
24	All students are able to take an active part in a wide and diverse range of sports (competitive and non-competitive) and activities during curriculum and non-curriculum time (including trips/ off site visits).	Review of PE Games Provision in relation to accessibility. Advice sought from specialists in generic and individual pupils. Monitoring of the involvement of pupils with SEND in co-curricular activities, trips & Games/ PE.		Time. Possible cost implications in relation to specialist equipment, advice, and environment.	Heads of Learning Development, SLT	Ongoing monitoring to ensure no pupil is unable to participate in a sport owing to a disability when reasonable adjustments could be made in order that they could do so.	

27	Hearing loop	To investigate the extension of the use of hearing loops into "public" areas of the School ie Halls, Chapel.	Summer 2017	Time	Bursar & H& S Committee	To have a Plan in place should a hearing impaired child join the School	
28	Accessibility to the Sports Hall in case of an accident/emergency	Addition of a track on the staircase to enable ease of access for stretchers or chairs access/egress to the sports hall.	Michaelmas 2020		Estates	Improve access / egress to the sports hall for individuals who are unable to use the stairs.	

Amended	November 2016	Whole School SLT & Head of Learning Support
Approved	November 2016 November 2017 January 2020 September 2020	Whole School SLT
Next Review	September 2022	Head of Learning Support

APPROVED BY THE SLT

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