



<b>3-year period covered by the plan:</b>	2019-2022
<b>Initial Plan agreed:</b>	20 July 2016 for 2016-19
<b>Plan Reviewed:</b>	22 September 2017
<b>Reviewed:</b>	1 August 2018
<b>Reviewed:</b>	1 August 2019
<b>Reviewed:</b>	1 August 2021
<b>New Plan:</b>	1 August 2022
<b>Lead member of staff:</b>	Sophie Sturdy (Operations Director)

1. **Introduction** The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Ever since 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled pupils.

The Equality Act of 2010 replaced all previous equality legislation but has the same effect as before, in that schools “cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation”. Schedule 10 of the Equality Act requires schools to have a three-year accessibility plan.

We have adopted this accessibility plan in line with our **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

The definition of disability under the law is a wide one. A disabled person is someone who has a:

Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers, those who have recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life

2. This plan sets out our proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:
  1. increasing the extent to which disabled pupils can participate in the school curriculum;
  2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
  3. improving the delivery to disabled pupils of information, which is readily accessible to pupils who are not disabled.

It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

The Proprietors of the school agree that they will allocate adequate resources for implementing the plan.

Below is a set of action plans showing how the school will address the priorities identified in the plan.

3. The School’s Context: We are an independent, international day school for boys and girls in the age range 11 to 16.

The school is a large single Grade II listed building of three storey construction set in 3 acres of grounds on the edge of Gloucester.

4. The School's Aims

1. embrace a partnership between the school and home
2. offer to each member the opportunity to grow in knowledge fostered through an understanding of what it means to be part of the local and international community
3. every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
4. children will be helped to appreciate that they are members of the wider community in its richness and diversity
5. curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

5. The priorities for the Accessibility Plan for our school were identified by a planning group which consisted of:

1. Proprietors (including the Principal)
2. Advisory Board
3. Senior Teaching Staff
4. Students are regularly consulted and their opinions taken into account through the Student Voice.

<b>1</b>	Planning Templates 1-3 Starting points
<b>1A</b>	<p><b>The purpose and direction of the school's plan: vision and values</b></p> <p>In our school we aim to tackle discrimination and promote equality of opportunity and good relations across all aspects of school life. We do this by:</p> <ul style="list-style-type: none"> <li>● Creating an ethos in which pupils and staff feel valued and secure;</li> <li>● Building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;</li> <li>● Having consistent expectations of pupils and their learning;</li> <li>● Removing or minimizing barriers to learning, so that all pupils can achieve;</li> <li>● Ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;</li> <li>● Actively tackling discrimination and promoting equality through our School Prospectus, Websites, Advisory Boards' Annual Report, newsletters to parents and displays of work;</li> <li>● Regular consultation with parents/carers and members of the local community, so that they are well informed of our policy and procedures;</li> <li>● Making clear to our pupils what constitutes aggressive and prejudiced behaviour</li> </ul>
<b>1B</b>	<p><b>Information from pupil data and school audit</b></p> <p>The school currently has one physically disabled pupil and we are not aware of any further such pupils currently interested in joining. This plan is to ensure that, in the event that other pupils with disabilities apply, the school is ready to accommodate their needs to the fullest extent possible. We have 8 pupils with EHCPs.</p>
<b>1C</b>	<p><b>Views of those consulted during the development of the plan</b></p> <ul style="list-style-type: none"> <li>● The Principal and Vice Principal are fully in agreement that providing access to all aspects of the curriculum and school life should be possible for students with disabilities to the fullest extent possible.</li> <li>● The school has publicly stated in our policies that we wish to accommodate all students including, where possible, SEND. Where the costs necessary for adjustments cannot be borne solely by the school, parents will be consulted and a transparent discussion will occur.</li> </ul>

<b>2</b>	The main priorities in the school's plan
<b>2A</b>	<p><b>Increasing the extent to which disabled pupils can participate in the school curriculum</b></p> <p>All learning resources are online and in digital form. All websites are designed with disabled accessibility in mind for both visual and auditory impairments. Disabled students can utilise their preferred technology to access all learning resources as the sites are designed in a platform agnostic format. The platform includes screen reading and voice activation software by default.</p> <p><b>AP:</b> Ensure all staff, when designing resources, follow best practice guidelines. This will occur as part of staff planning on a weekly basis (ongoing).</p>

	<p><b>AP:</b> PE and other physical activities to be planned to accommodate SEND as required (ongoing).</p> <p><b>AP:</b> Explore possibility of a separate pathway for high-functioning children on the autistic spectrum that would be tailored to their individual strengths (by 2021)</p>
<b>2B</b>	<p><b>Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services</b></p> <p>Some parts of the building cannot be accessed by people with restricted mobility. In the event that this prevents access, the school will change classrooms and office spaces to enable full access.</p> <p>Ramps allow access to all buildings and corridors on the ground floor including the disabled toilet facilities.</p> <p>Heavy doors, sharp narrow turns and cluttered corridors will all be barriers to access. Where classroom space is tight, adjustments may have to be made to classroom layout in order to facilitate access.</p> <p><b>AP:</b> provide a disabled shower and changing facilities if / when either boarding or onsite changing facilities are built.</p> <p><b>AP:</b> provide an allocated parking space for the parents of disabled pupils within 2 years.</p> <p><b>AP:</b> move specialist science lab to ground floor for ease of access within 2 years.</p>
<b>2C</b>	<p><b>Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled</b></p> <p>All written materials relevant to the curriculum are digitised and therefore can be accessed using screen readers or delivered in a suitable digital form.</p> <p>Access to school visits can be problematic for some disabled pupils. Reviewing our school's visits policy and investigating more accessible venues and transport providers will be valuable, as will better forward planning and a creative approach to staffing.</p> <p><b>AP:</b> Ensure teachers do not print material unless the student with visual impairment requires that format.</p> <p><b>AP:</b> Depending on the impairments of our disabled pupils, planning specific staff training will improve access to the curriculum. Training is available from a number of sources.</p>

<b>3</b>	Making it happen
<b>3A</b>	<p><b>Management, coordination and implementation</b></p> <p>The planning process:</p> <ul style="list-style-type: none"> <li>All teachers are required to attend weekly staff meetings. Access arrangements will be discussed as necessary as part of the agenda.</li> </ul> <p>Coordination:</p> <ul style="list-style-type: none"> <li>Administrative team to ensure compliance.</li> </ul> <p>Other policies and plans:</p> <ul style="list-style-type: none"> <li>See Policies Team Drive</li> </ul> <p>Implementation</p> <ul style="list-style-type: none"> <li>All systems for digital curriculum delivery in place.</li> </ul>
<b>3B</b>	<p><b>Getting hold of the school's plan</b></p> <p>The school might consider:</p> <ul style="list-style-type: none"> <li>The plan will be available on the school website at all times and can be downloaded, or screen read from there. Any links in documents are in standard HTML format to allow use of standard accessibility tools.</li> <li>Plans and policies are written to be as free from jargon and acronyms as possible and to allow changes to font sizes and faces using standard accessibility tools.</li> <li>A table of contents is provided for the entire documentation.</li> <li>The documentation is a live document with continual tracking of all changes by name and date.</li> </ul>

#### Review of first three year plan (2016-19) by the Principal

- The school is now an IB World School. The International Baccalaureate are extremely flexible in the way that summative assessments can be carried out and far more flexible than JCQ over access arrangements. Staff regularly use innovative ways of assessing student learning which remove many of the barriers which disabled pupils might experience.
- All students have Chromebooks which are very easily personalised to ensure accessibility.

3. More work is needed to make specialist rooms more accessible, ie by moving the science facilities to the ground floor.