



Highclare School

ACCESSIBILITY POLICY

Aims of the Accessibility Policy are:

The school aims, within the constraints of resources available:

- to provide an environment which values and includes pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.
- to ensure compliance with the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

This policy can be made available in large print or other accessible format if required.

The three school aims also support the development of every pupil in the school:

- *To provide high quality teaching and to encourage independent learning and individual excellence within a secure and happy environment.*
- *To motivate each learner to achieve his/her full all round potential.*
- *To develop the value of self-respect and self-discipline, alongside tolerance and respect for others and the environment.*

Policy statement

Highclare School will:

- Maintain and drive a positive culture towards inclusion of disabled people in all the activities of the School.
- Train staff to understand the types of disabilities and how to deal with employees and pupils who are disabled. Staff will not be expected, unless medically qualified, to administer medication.
- Challenge attitudes about disability and accessibility and strive to nurture and develop a culture of awareness, tolerance and inclusion.
- Adopt user-friendly procedures for considering admissions from parents of disabled children, and consult with parents about the reasonable adjustments which can be made to ensure that the admissions process is accessible for their children.
- Implement and review the Accessibility Plan (see Appendix) with the aim of increasing the accessibility of the School's curriculum, and to improve the physical environment of the School and to improve access to information for our employees, pupils and prospective pupils.
- Keep under review the School's Admission, Accessibility and Equality, Anti-Bullying and Learning Support Policies.

The Equality Act (2010) defines a disabled person as someone with 'a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities'. In line with this legislation, the School will endeavour to meet all reasonable adjustments for staff, students and visitors where required.

Discrimination

We will not knowingly discriminate in our accessibility arrangements:

- for determining admission or employment procedures;
- in the terms on which a place at the School is offered;
- by refusing or deliberately omitting to accept an application for admission or employment;
- in the provision of education and associated services;
- in the way the School affords access to any benefit, service or facility offered or provided by the School;
- by excluding a person on the grounds of his or her disability;
- by harassing a person with a disability;
- by victimising a person with a disability;
- by failing to take steps to ensure that disabled persons are not placed at a substantial disadvantage in comparison with non-disabled persons.

Admission

Admission procedure for pupils:

1. The School will be open to applications from any prospective pupil with a physical and/or mental impairment.
2. Every application will be considered on its merits within the School's criteria for selection on grounds of the child's ability and aptitude.
3. The registration or admission form will enable the parents to give details of their child's disability.
4. The School will treat every application from a disabled pupil in a fair, open-minded way.
5. The School will, if appropriate, request from the parents or previous school full details in the form of medical reports, educational psychologist reports and any other report which assesses the child's disability so that the School can make an assessment of the adjustments that would be needed in order to provide adequately for the pupil's physical and educational needs.
6. Applications will be considered on the basis that all 'reasonable adjustments' have been made by the School in order to cater for the child's disability. (See definition above).
7. The School will not offer a place if, after all reasonable adjustments have been made, the School will not be able to provide adequately for the child's physical and educational needs.
8. The School shall inform the parents of their decision and give details of the reasonable adjustments they are going to make or give reasons why the offer of a place will not be made.

Education and associated services

The School has an on-going duty to make reasonable adjustment in respect of the education and associated services provided. This is a broad expression that covers all aspects of School life. The range of activities that are covered by the expression include:

- the curriculum;
- classroom organisation and timetabling;
- access to School facilities;
- School sports;
- School policies;
- breaks and lunchtimes; the serving of School meals;
- assessment and examination arrangements;
- School discipline and sanctions;
- exclusion procedures;
- School clubs, educational visits and other activities;
- preparation of pupils for the next phase of education;

Reasonable adjustments for pupils

When providing educational services to a pupil, the School is legally required to make 'reasonable adjustments' in order to cater for a pupil's disability.

The School shall inform the pupil and parents of the reasonable adjustments that the School are legally required to make for that pupil, which may typically include:

- (i) making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room;
- (ii) consider extra time allowances, or other access arrangements, for a child with additional needs to complete an entrance examination;
- (iii) providing examination papers in larger print for a pupil with a visual impairment;
- (iv) rearranging the timetable to allow a pupil to attend a class in an accessible part of the building;
- (v) arranging a variety of accessible sports activities.
- (vi) emotional support for mental wellbeing

The School is not legally required to make adjustments which include:

- (i) physical alterations such as the provision of a stair-lift or new ground floor facilities, such as a new library;
- (ii) whilst we are not legally obliged to provide reasonable adjustments for children who aren't disabled, we will work to provide similar support where this is feasible.,
- (iii) If parents are willing to pay for auxiliary aids and services, the School will carefully consider any proposals and will not unreasonably refuse any requests for such aids and services to be provided.

Reasonable adjustments for the public

The School may provide services to the public, for example at:

- open days
- parents' evenings
- concerts and plays
- exhibitions
- conferences
- use of sports facilities

Where a physical feature (for example steps, entrances, exits, toilet facilities) make it impossible or unreasonably difficult for a disabled person to access the service, schools are required to take reasonable steps to:

- remove the feature; or
- alter it so it no longer has that effect; or
- provide reasonable means of avoiding the feature; or
- provide a reasonable alternative method of making the service available.

Where an 'auxiliary aid or service' would enable a disabled person to make use of a service, schools are required to take reasonable steps to provide it. An auxiliary aid or service could be something as simple as extra assistance from a member of staff or a large print sign, or it might be a temporary ramp where steps are preventing wheelchair access.

Disclosure

- (i) Parents will be requested to provide the School with copies of the child's latest medical report, educational psychologist's report and any other information regarding the child's disability.
- (ii) If, following the offer of the place, it is discovered that the School has not received full disclosure of information relating to the child's disability **and** the School is not able to make reasonable adjustments for those disabilities, then the School may withdraw the offer of a place, or ask the parents to withdraw a child who is already a pupil.
- (iii) The School will have due regard to any request by a parent or pupil (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of a person's disability as confidential.

Review procedure

Parents may request a review if the School decides it is unable to offer their child a place on the grounds of disability. The request must be made as soon as possible and in any event within seven days of the decision being notified to the parents. The Head will advise as to the procedure under which such a review will be conducted.

Accessibility plans

- The School has prepared an Accessibility Plan (see appendix 1) which is available, on request, to all parents and staff.
- The Accessibility Plan includes consideration of how the School proposes to:
 - (i) increase the extent to which disabled pupils can participate in the School's curriculum;
 - (ii) improve the physical environment of the School 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;
 - (iii) improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- The plan will be reviewed on a regular basis to ensure that the Plan is up-to-date and covers all aspects of School life.

Policies linked to this Policy

- Admission Policy
- Anti-bullying Policy
- Behaviour Policy
- E-safety Policy
- Curriculum and Individualised Learning Policy

Written by	Adopted by the Board	Review Cycle:	Most recent review:
AMM May 2012	September 2013	Annual	April 2026

Appendix 1:

Highclare School Accessibility Plan

Appendix 1

Highclare School Accessibility Plan

Aims :

1. To continue improving the School's accessibility for pupils, staff, parents, governors and visitors.
2. To continue to monitor the extent to which pupils can participate in the whole school curriculum and address any issues that may arise
3. To improve the physical access to education and associated services where necessary and possible

	Action	Success criteria	Responsibility	Timescale	Review	Comments	Actions by 2027
1	Staff training to continue to increase awareness of specific needs and learning difficulties. Learning Support Coordinator to gain NPQ SEND via Ambition Institute [September 2024 – May 2026]	<ul style="list-style-type: none"> • Ongoing training completed • Dissemination of good practice. • Staff more confident in supporting varied SEND needs and implementing adaptive teaching accordingly. 	Learning Support Coordinator / Learning Success Coordinator	Ongoing	Annual	Head, Head of Preparatory School, Deputy Head of Senior School: Pastoral / Academic to regularly audit the training needs of staff (particularly new staff during induction) and continue to liaise closely with Learning Support Coordinator. All staff attend a SEND session during September PD every year. PD programme includes a SEND focus – higher expectations for all in higher order thinking focus, AI to support adaptive teaching etc.	Ongoing training for all staff. Training on awareness for staff with disability – ongoing.
2	Provision of ICT resources to support pupils with SEND in the classroom, which may include iPads/laptops as necessary to be used by pupils with specific needs. Implementation of Lexia Core 5 in Highclare Preparatory School. Sparx software to support independent learning in core subjects.	<ul style="list-style-type: none"> • All pupils able to access the curriculum 	Learning Support Coordinator	Ongoing	Annual	We continue to roll out 1-2-1 devices to your students. From September 2026, this will include all of KS3 Highclare Virtual is used to provide learning and teaching materials for pupils who are away from school. Ongoing programme of replacing projectors & screens – BG.2, B1.2 N1 computer room.	Renewal of Lexia subscription Continued rollout of 1-2-1 devices
3	Learning Support/SEN Register to be updated termly and disseminated to all staff.	<ul style="list-style-type: none"> • Individual needs of each child is identified and addressed. • All pupils with SEND have an ISP/ITP which are accessible in SIMs. 	Learning Support Coordinator Head of Preparatory School	Ongoing as necessary	Annual	New pupils with identified learning needs to be assessed on entry and registers updated accordingly. CAT4 assessment used with all senior school admissions, and a referral system in place for staff to identify pupils with a possible learning need. Staff to be made aware of any learning needs and these to be addressed during lessons. Access need arrangements are made in conjunction with the Examination Secretary ensuring compliancy of updated regulations.	Staff to be aware of how to address specific learning needs and any one-to-one teaching support identified and addressed. Pupils are continued to be referred by members of staff and identified.
4	Greater awareness of and confidence in dealing with pupils with learning difficulties and other specific needs, including meeting the needs of prospective pupils	<ul style="list-style-type: none"> • Pupils' needs addressed by all and review meetings held with parents termly as appropriate. ISP/ITPs reviewed and reports issued. 	Learning Support Coordinator/ Deputy Head of Senior School: Pastoral / Academic and Learning	Ongoing	Annual	Admissions team gather appropriate information from parents/carers and schools. Individual tours offered and catered to specific requirements e.g. accessible	Monitoring of SEND participation via school data. This includes the Highclare super-curriculum and

	with SEND during the admissions process. Co-curricular activities and trips to include the participation of all pupils.	<ul style="list-style-type: none"> • Evolve trip management and risk assessment process. • School Nurse is available to discuss any pupil's health and management of any medical condition. • Learning Support Coordinator and Deputy Head for Pastoral work closely with the School Nurse to cater for pupil needs. 				<p>parking space, language modification – British sign language. PD for all teaching staff on Evolve.</p> <p>Appropriate access arrangements facilitated for entrance exam.</p> <p>Support from TAs/Learning Mentors in classrooms as necessary.</p>	Highclare Diploma at senior school
5	Ensure the senior school and preparatory school (both locations) are fully represented at meetings and that there are mechanisms to listen to the views of pupils with SEND.	<ul style="list-style-type: none"> • Relevant staff from each site to be added to the distribution list for meetings and minutes. • Ensure pupils with SEND are fully represented on Student Council. • Pupil-centred ISP/ITP and EHCP reviews. 	Head, Head of Preparatory School, Deputy Head of Senior School: Pastoral / Academic and Learning Support Coordinator	Ongoing	Annual	Pupils with SEND to display confidence in owning their own progress and seeking support from staff when needed.	Increased pupil voice re SEND
6	Maintenance team to conduct audits of stairs, ramps and handrails on each site on a regular basis	<ul style="list-style-type: none"> • Work complete and signed off 	Business Manager and Facilities Manager	ongoing	Annual	Ramp to be installed at HPP summer 2026	
7	To continually monitor safety signage on all three sites	<ul style="list-style-type: none"> • Signs in place and well maintained on each site. 	Business Manager and Facilities Manager	Ongoing	Annual		
8	The School's communications, including the website, to be accessible and informative	<ul style="list-style-type: none"> • Information regarding curriculum, provision, staffing and useful links for parents/carers. • Contact details for the Learning Support Coordinator and other key staff. 					

Highclare School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's accessibility policy as well as its equal opportunities policy.

Access to this plan: This plan will be made available upon request to any current parent or prospective parent who requests it. This plan will also be made available to any member of staff or applicant for a position at the school who requests it. This plan will be shared with senior leadership and will inform relevant aspects of the school's development plan.

Supporting Policies: Equal Opportunities, Accessibility, Curriculum, Anti-Bullying, Educational Visits