



Sidcot
Live Adventurously

Accessibility Plan

2024-2027

Date: 1 September 2024

Accessibility Plan 2024-2027

Purpose of The Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities. This plan also applies to staff to ensure working areas are accessible or are made more accessible.

Definition of Disability

A 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 Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- increase the extent to which disabled staff can access working areas of the School,
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils and staff are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Key Aims

To increase and eventually ensure for pupils/students and staff with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010

- Our setting
 - recognises and values the person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the individual's, parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Background

Sidcot School is committed to making reasonable adjustments to allow pupils with a disability to access educational provision at the School. The School is also committed to providing an accessible site for staff who are also disabled. The School occupies a main building which is connected to other significant buildings on the campus such as the Arts Centre, Teaching Block and new Library. In addition, there are other significant buildings such as the Science Block, Junior School, Sports Centre, Meeting House, Health Centre and several independent boarding houses slightly further afield.

The Junior School is split on two levels but there is an accessible platform lift to ensure access to both floors. There is an accessible toilet available to both staff and pupils.

The Senior school is located around and within the main school building and is generally on two floors. Access to the first floor is limited in some areas specifically the Science Block, some of the teaching block, the Sixth Form Centre and the boarding houses. More generally access is facilitated to the rest of the senior school utilising the lift located in the Arts Centre or access ramps at ground floor level. There are accessible toilets close to Reception, Meeting House, Junior School and two accessible toilets in the Arts Centre. The Health Centre is accessible although not through the main door.

Access to the boarding houses is limited; two of the houses (SHG and SHB) being located at first floor level in the main building with no lift access. Newcombe, Combe House and Wing House are located at distance from the main school and are over two floors, again with no lift access, doorways are narrow, and toilets are not large enough to accommodate wheelchair users. There are handrails on all staircases. However, the new extension on Wing House provides accessible boarding facilities, although there is allocated space for a lift; there is no lift installed to date.

In order to improve the accessibility of the School; the 3-year action plan have been prepared at appendices 1 -3. These will be reviewed as and when necessary. It is acknowledged that there will be the need for ongoing awareness training for all staff in the matter of disability discrimination.

The Accessibility Plan should be read with the following policies, strategies and documents:

- School Prospectus
- Equal Opportunities Policies
- Health and Safety Policy
- Special Educational Needs and Disability in Practice Policy
- Curriculum Policy

The plan will be monitored by the Head, Director of Operations, the Head of Learning Support and the School's Diversity and Equalities Lead. There will be a full review of the plan by the end of 2027, when a new plan will be produced to cover the next three-year period.

Appendix 1

Increasing the extent to which disabled students 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 visits.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods	On-going and as required	Head of Learning Support	Raised staff confidence in strategies for differentiation and increased student participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD	As required	Head of Learning Support	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access and ensure that all disabled students have access to the same information as those who are not disabled	Set up a system of individual access plans for disabled students when required Information sharing with all agencies involved with child	As required	Head of Learning Support	All staff aware of individuals' needs
Use of IT devices both in individual lesson and in the classroom	Make use of IT devices where they aid the learning for individuals	As required	Head of Learning Support	All staff aware of individuals' needs
Use ICT software to support learning	Make sure software installed where needed	As required	Head of IT Service	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible	As required	External Visits Coordinator	All students in school able to access all educational visits and take part in a range of activities

	Ensure each new venue is vetted for appropriateness			
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Invite others with disabilities to visit the School to play sport and inspire.	As required	Director of Sport	All to have access to PE and be able to excel

Appendix 2

Improving the physical environment of the School for the purposes of increasing the extent to which disabled students and staff are able to take advantage of education and benefits, facilities or services provided or offered by the school.

Target	Strategies	Timescale	Responsibility	Success Criteria
Short term				
Main pupil toilet block (adjacent to the Old Library) is DDA compliant	Install DDA compliant/accessible toilets and non-gender specific cubicles	2027	Director of Operations	Completion of renovated toilet block area
External quad recreational area to be DDA compliant	Redevelop the external quad area to ensure shade and accessible seating is available	2027	Director of Operations	Completion of redesigned external quad area
Staff toilets adjacent to the Staff Common Room to be made DDA compliant	Install DDA compliant/accessible toilets and non-gender specific cubicles	2027	Director of Operations	Completion of renovated toilet block area
Medium term				
Improving audibility in classrooms	Providing portable induction hearing loop sets which can be used in classes for hearing impaired pupils	2027	Director of Operations	Those with reduced hearing can hear better
Clear vision panels for wheelchair users across doors in the main Teaching Block	Vision panels installed at low level in doors	2027	Director of Operations	Wheelchair users are able to see who is on the other side of the doors

Improve access for individuals who are visually impaired	Undertake a site-wide review of external paved areas to highlight/record uneven areas	2027	Director of Operations	External site plan of areas requiring improvement
Long-term				
Accessible table in all classrooms	Procurement and installation of height adjustable table in all standard teaching areas	>2027	Director of Operations	Those with mobility problems have tables/desks with flexible working heights
Access to DT machines for individuals who have limited physical mobility	Procurement of and installation of height adjustable machines	>2027	Director of Operations	DT machines accessible to all
Improve accessibility to the swimming pool for individuals with limited mobility	Provision of hoist/winch system in the swimming pool	>2027	Director of Operations	Installation of hoist/winch system

Appendix 3

Improving the delivery to disabled students of information which is readily accessible to students who are not disabled.

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

Target	Strategies	Timescale	Responsibility	Success Criteria
Short term				
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in "simple" English	On-going	Director of Marketing and Department	All parents receive information in a form that they can access
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	On-going	Director of Marketing and Department	Excellent communication
Medium term				
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	Head of Learning Support	Staff produce their own information
Long term				
Provide information in simple language, symbols, large print for prospective pupils and parents/carers who may have difficulty with standard print form	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	On-going	Director of Marketing and Department	All can access information about the school