

North London Collegiate School



Founded 1850

DISABILITY POLICY AND ACCESSIBILITY PLAN

Category / Review period	B / 2 year
Policy Lead	Deputy Head (Pastoral) & Head of Junior School
Reviewed By	Deputy Head (Pastoral) & Head of Junior School
Review Completed	September 2025
Authorised By	Senior Team
Date of Authorisation	September 2025
Date of Next Policy Review	September 2027
Date of next full Accessibility Plan Review	March 2027
Governing Body Committee with oversight	Pastoral, Safeguarding and Compliance Committee

Contents

1. Introduction.....	2
2. Aims and objectives.....	3
3. Statutory and regulatory framework.....	4
4. Scope and responsibilities.....	4
5. Disability.....	5
6. Discrimination.....	6
7. Admission procedure for pupils	6
8. Education and associated services.....	7
9. Reasonable adjustments for pupils.....	7

10. Welcoming and preparing for prospective pupils with disabilities	8
11. Access to the curriculum.....	8
12. Arrangements for pupils with disabilities sitting examinations.....	9
13. Reasonable adjustments for the public.....	9
14. Disclosure.....	10
15. Accessibility plans.....	10
16. Monitoring and review.....	11
17. Appendix A – Improving the provision of information to all existing and prospective members of the NLCS community	12
18. Appendix B: Increasing the extent to which pupils with disabilities can participate in the School curriculum.....	15
19. Appendix C: Improving the physical environment of the school to increase access to education by disabled pupils.....	19

I. Introduction

- I.1 North London Collegiate School (the School) is committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory and emotional needs. The School is further committed to challenging unhelpful attitudes about disability and accessibility, and to developing and promoting a culture of awareness, acceptance and inclusion.
- I.2 The purpose of education for all pupils at North London Collegiate School (the School) is the same i.e., to provide an ambitious education and to enable each pupil to make the most of their gifts. The needs of individual pupils will vary, depending on inherent strengths and weaknesses.

The Disability Policy and Accessibility Plan has been drawn up in consultation with the School's Staff Remuneration with Pensions Committee and the Governing Body and covers the period from October 2024 to October 2026.

- I.3 This policy must be read in conjunction with the following which are available on the School [website](#):

- Administration of Medicines and Supporting Pupils with Medical Conditions Policy
- Admissions Policy
- Curriculum Policy
- English as an Additional Language Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities Policy
- Wellbeing Policy
- Health and Safety Policy
- Equal Opportunities Policy

- I.4 This policy applies to the whole School from the Early Years Foundation Stage (EYFS) to

Sixth Form.

- 1.5 Copies of the above are held at the Senior School Office for consultation by parents. You may also email the School at Office@nlcs.org.uk to request hard copies which can be made available in large print or other accessible formats if required.

2. Aims and objectives

- 2.1 The School aims to comply with legal and moral responsibilities under the statutory and regulatory framework below in order to accommodate the needs of pupils, prospective pupils, staff and visitors who have disabilities for which, after reasonable adjustments, the School can cater adequately.
- The School aims to ensure the culture and ethos of the School are such that, whatever the abilities and needs of pupils, prospective pupils, staff and visitors, everyone is equally valued and treats one another with respect.
 - The School's key objective is to reduce and eliminate barriers to access to the curriculum and to full participation in the School community for pupils, and prospective pupils, with disabilities.
 - The School is committed to making reasonable adjustments to allow pupils with disabilities to access educational provision at the School.
 - The School plans, over time, to increase the accessibility of provision for pupils, prospective pupils, staff and visitors to the School in the following areas:
- 2.3 Improve the provision of information to pupils, staff, parents and visitors with disabilities
- 2.4 Increase the extent to which pupils with disabilities can participate in the School curriculum
- 2.5 Improve the physical environment of the School to increase access to education by pupils with disabilities
- 2.6 Maintain and drive a positive culture towards inclusion of those with disabilities in all the activities of the School
- 2.7 Train staff to understand different types of disabilities and how to support employees and pupils who have disabilities
- 2.8 Ensure staff are aware they must not, unless medically qualified or trained or on a school trip or visit, administer medication
- 2.9 Adopt user-friendly procedures for considering admissions from parents of children with disabilities, and consult with those parents about the reasonable adjustments which can be made to ensure that the admissions process is accessible for their children
- 2.10 Implement and review the Accessibility Plan (see appendices) with the aim of increasing the accessibility of the School's curriculum, improving the physical environment of the School and improving access to information for employees, pupils and prospective pupils and their parents

3. Statutory and regulatory framework

3.1 This policy has due regard to the:

- [Equality Act 2010](#)
- [Special Educational Needs and Disability Act 2001 \(SENDA\)](#)
- [Special Educational Needs and Disability Code of Practice: 0 to 25 years \(January 2015\)](#)
- [Equality and Human Rights Commission non-statutory guidance “What equality law means for you as an education provider: schools” \(April 2014\).](#)
- [JCQ access arrangement and reasonable adjustments document 2023 - 2024](#)
- [Schedule 10 of the Equality Act 2010](#)
- [Part 3 of the Children and Families Act 2014](#)
- [Special Educational Needs and Disability Regulations 2014](#)

4. Scope and responsibilities

- 4.1 The Deputy Head (Pastoral) and Head of Junior School are responsible for conducting the mid-way review working in conjunction with the appointed members of staff as set out in the action plans (see appendices) and revising these as necessary.
- 4.2 The Deputy Head (Pastoral) and Head of Junior School will consult with the School’s Pastoral, Safeguarding and Compliance Committee and the Governing Body after the mid-way and three-year reviews.
- 4.3 The Deputy Head (Pastoral) and Head of Junior School will conduct a full review of the action plans every three years, when a new Accessibility plan will be produced to cover the next three years.
- 4.4 The Junior School PSHE subject lead and Head of PSHE in the Senior School will embed inclusion into the ethos of the School via PSHE lessons.
- 4.5 The Finance department will review the financial implications of the Accessibility plan as part of the budget review process.
- 4.6 The HR department is responsible for organising disability discrimination awareness training, so all staff have the confidence and the know how to appropriately communicate with and best support pupils, prospective pupils, colleagues and visitors with disabilities.
- 4.7 The contribution of all teaching and support staff, parents and pupils, is essential in achieving the aims and objectives.
- 4.8 All teaching staff are responsible for following the School’s procedures for identifying, assessing and making provision for those with disabilities.
- 4.9 Accountability for execution of those components of the policy specific to examinations lies with the Head of Exams.
- 4.10 The School has two Special Educational Needs and Disabilities (SEND) advisors; one for the

Junior School (including EYFS) and one for the Senior School.

4.11 The School's SEND advisors are responsible for the ongoing maintenance of this policy, its day-to-day coordination relating to pupils, reporting where deviations to the policy have occurred or where there is a risk that this will take place.

4.12 The SEND advisors are also responsible for liaising with parents and other professionals in respect of a child's disabilities; advising and supporting staff in the School; ensuring that appropriate Individual Education Plans are in place and that relevant background information about individual children with disabilities is collected, recorded and kept up to date.

4.13 The School's HR and Senior Team are responsible for the ongoing maintenance of this policy, its day-to-day coordination relating to employees, reporting where deviations to the policy have occurred or where there is a risk that this will take place.

4.14 The Deputy Head (Pastoral) and Head of Junior School are accountable for execution of this policy.

5. Disability

5.1 A person has a disability if he or she has a physical or mental impairment which has a "*substantial and long-term negative effect*" on his or her ability to carry out normal day-to-day activity (Equality Act 2010).

5.2 By way of further explanation:

5.2.1 physical disability includes medical conditions for which a person needs to use a wheelchair, for example, cerebral palsy or brittle bones;

5.2.2 a mental impairment is a recognised mental illness which has been diagnosed, a severe learning difficulty or a psychiatric illness;

5.2.3 "substantial" means more than minor or trivial;

5.2.4 "long-term" means a period of 12 months or longer.

5.3 Other conditions which may amount to disability include:

- severe disfigurements, scarring conditions and birthmarks (but not including tattoos or piercings)
- progressive conditions which will result in a substantial long-term adverse effect on day-to-day activity
- a controlled impairment, i.e., a person with a prosthesis, or a person with drug-controlled epilepsy or diabetes
- a history of impairment, for example a person who used to be disabled and has recovered, for example, a person with a previous mental illness
- Neurodiverse conditions significantly impacting upon a pupil's ability to access the curriculum and participate in day-to-day activities across the broader curriculum.

5.4 Disability does not include:

- hay fever sufferers
- a person with anti-social tendencies such as paedophilia
- a person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances
- a person who is addicted to nicotine, alcohol and other non-prescribed substances unless the addiction was originally the result of administration of medically prescribed drugs or other medical treatment.

6 Discrimination

6.1 The School will not knowingly discriminate against those with disabilities:

- in the 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 their 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.

7 Admission procedure for pupils

7.1 The School will be open to applications from any prospective pupil with a physical, cognitive and/or mental impairment.

7.2 Every application will be considered on its merits within the School's criteria for selection on grounds of the child's ability and aptitude.

7.3 The registration or admission form will enable the parents to give details of their child's disability.

7.4 The School will treat every application from a disabled child in a fair, open-minded way.

7.5 The School will, if appropriate, require from the parents or the previous school full details of all disabilities, special educational needs and additional support provided in the candidate's current setting, as normal working practice irrespective of diagnosis 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 reasonable adjustments that would be needed in order to provide adequately for the child's physical and educational needs.

7.6 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 below).

7.7 The School will not offer a place if, after all reasonable adjustments have been made, the School will not be able to provide adequately or appropriately, for the child's physical and educational needs.

7.8 The School will inform the parents of their decision and give details of the reasonable adjustments they are prepared to make or give reasons why the offer of a place will not be made.

8 Education and associated services

8.1 The School will fulfil its ongoing duty to make reasonable adjustments in respect of the education and associated services provided by the School. This broad expression 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.

9 Reasonable adjustments for pupils

9.1 The Equality Act 2010 states there is a duty to make reasonable adjustments if you are placed at a substantial disadvantage because of your disability compared with non-disabled people or people who do not share your disability. Substantial means more than minor or trivial. Schools have a duty to make reasonable adjustments to avoid putting pupils with disabilities at a substantial disadvantage compared to non-disabled pupils.

9.2 When providing educational services to a pupil, the School will fulfil its legal requirements to make "reasonable adjustments" in order to cater for a pupil's disability.

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

- making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room
- providing examination papers in larger print for a pupil with a visual impairment
- rearranging the timetable to allow a pupil to attend a class in an accessible part of the building

- arranging a variety of accessible sports activities.

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

- physical alterations such as the provision of a stair-lift or new ground floor facilities, such as a new library.

9.5 The Equality Act 2010 requires all schools to provide auxiliary aids and services for disabled pupils as part of the duty to make "reasonable adjustments". The School will carefully consider any proposals and will not unreasonably refuse any requests for such aids and services to be provided.

10 Welcoming and preparing for prospective pupils with disabilities

10.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil with disabilities to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

10.2 Where the School agrees to provide additional services, such as learning support, charges may be made at a level that reasonably reflects the cost to the School of providing that service, unless such services are made as reasonable adjustments in accordance with the duty placed on schools by the Equality Act 2010, when such services may be provided as auxiliary aids and services.

10.3 In order to meet the needs of pupils with disabilities, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.

10.4 In assessing the prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

11 Access to the curriculum

11.1 Teaching staff regularly review their approaches to ensure that, where reasonably practicable, any barriers to learning and participation for pupils with disabilities are identified and addressed.

11.2 Ongoing training is provided to both teaching and support staff, including new members of staff, to increase awareness of different disabilities and equip them with the strategies needed to minimise any difficulties pupils may face

11.3 Staff are encouraged to use inclusive and respectful language, and, wherever possible, to use teaching materials that present positive representations of disability.

11.4 Where appropriate, the SEND department provides support through one-to-one sessions or small group teaching. Occasionally, in-class support may be offered.

11.5 For pupils with identified disabilities, an Individual Support Plan (ISP) is created to outline their specific needs and any agreed adjustments to support them in accessing the curriculum. These profiles are securely shared with relevant staff and are reviewed and updated at least once a year.

11.6 The school makes appropriate arrangements for public examinations in line with guidance from the SEND department and based on written assessments from qualified professionals.

12 Arrangements for pupils with disabilities sitting examinations

The School has provisions in place, as the student's normal way of working (in lessons, tests and exams), supported by the requisite evidence specified by current JCQ Access Arrangement and Reasonable Adjustment regulations 2023-24. These provisions include but are not limited to the following:

- In accordance with current JCQ access arrangements and reasonable adjustment regulations, alternative room arrangements are made for students who have substantial and long term impairment arising from a disability which has an adverse effect when they sit tests and mock examinations in the main exam room/hall.
- For pupils with asthma, the medical centre holds spare inhalers, in addition to the pupil's own inhaler/s.
- For pupils with diabetes, the pupil is given supervised rest breaks to test their blood sugar and consume snacks or take insulin as required.
- Pupils with severe hypermobility are entitled to supervised rest breaks and the use of a word processor when appropriate.
- Pupils taking long-term or short-term medication with significant side effects, such as students taking iron for severe anaemia, are entitled to supervised rest breaks or separate invigilation, depending on individual needs.
- Pupils with conditions such as ulcerative colitis can be seated at the back of the examination room, depending on their individual needs.
- The School applies for enlarged examination papers for pupils with visual impairments.
- Pupils with hearing impairments are seated at the front of the room to ensure they can hear the instructions and time announcements clearly.
- The School applies for transcripts of listening exams to be spoken by a live speaker, for students according to the degree of difficulty a student experiences in relation to their hearing impairments.
- Students with long-term or short-term pain, such as that caused by scoliosis of the spine or similar, are entitled to supervised rest breaks and the use of a word processor (in accordance with our School Word Processor Policy), as appropriate.

13 Reasonable adjustments for the public

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

- open days
- parents' evenings
- concerts and plays
- exhibitions
- conferences (including residential conferences during holiday periods)
- use of sports facilities.

13.2 Where a physical feature (for example steps, entrances, exits, toilet facilities) makes it impossible or unreasonably difficult for a disabled person to access the service, the School will 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.

13.3 Where an auxiliary aid or service would enable a disabled person to make use of a service, the School will 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.

14 Disclosure

14.1 Parents will be required to provide the School with copies of their child's latest medical report, educational psychologist's report and any other information regarding the pupil's disability.

14.2 Where the School becomes aware of special educational needs and / or a disability after admission, the School will do all that is reasonable to assist the pupil whilst at the School, which may include making reasonable adjustments. If in the professional judgement of the Headmistress, and after consultation with the parents and the pupil (where appropriate), the School cannot provide adequately for the pupil's physical and educational needs after all reasonable adjustments have been made, parents will be asked to withdraw the pupil, without being charged fees in lieu of notice and with the acceptance deposit returned. The School will do what is reasonable to help parents to find an alternative placement which will provide their child with the necessary environment and level of teaching and support.

14.3 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.

15 Accessibility plans

15.1 The School has prepared an Accessibility Plan which is available, on request, to all parents and staff.

15.2 The Accessibility Plan includes consideration of how the School proposes to:

- increase the extent to which disabled pupils can participate in the school's curriculum
- 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
- 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.

15.3 The School's Accessibility Plan is given in Appendix A-C at the end of this document:

Appendix A – Improving the provision of information to all existing and prospective members of the NLCS community

Appendix B – Increasing the extent to which pupils with disabilities can participate in the School curriculum

Appendix C – Improving the physical environment of the school to increase access to education by disabled pupils

16 Monitoring and review

16.1 The Headmistress and Senior Team will regularly monitor and evaluate the effectiveness of this policy.

16.2 The Accessibility Appendices will be reviewed annually by those responsible in an ad hoc meeting organised by the Deputy Head (Pastoral).

16.3 The Accessibility Plan will be monitored through the Pastoral, Safeguarding and Compliance Committee of the Governing Body. There will be a full review of the plan every 3 years, when a new plan will be produced to cover the next three years.

16.4 This policy will be subject to review at least every two years (or more frequently if changes to legislation, regulation or statutory guidance so require) by the Deputy Head (Pastoral), Head of Junior School and the School's SEND advisors.

16.5 This policy will be subject to review at every two years (or more frequently if changes to legislation, regulation or statutory guidance so require) by the relevant committee of the Governing Body.

16.6 The date of the next review is shown on the front page.

17. Appendix A – Improving the provision of information to all existing and prospective members of the NLCS community

Appendix A – Improving the provision of information to all existing and prospective members of the NLCS community				
Department / Nominated person responsible for overseeing	Targets	Strategies	Outcome	Timeframe
SEND advisor	Ensure availability of written material in alternative formats as well as the provision of coloured overlays and written materials printed on different colours according to an individual's needs.		Delivery of information to pupils with disabilities is improved.	Completed - ongoing
Deputy Head (Academic) Head of Exams	Effective sharing of relevant information between staff, thus allowing better provision for the pupils.	SEND department provide information on current exams provision for hearing and vision. Laptops are allowed for those requiring them. Child specific support is provided.	Exam policies are regularly updated to reflect recent developments in exam regulations and JCQ ruling.	Completed - ongoing
Medical Centre	Annual Induction meeting with school nurse Risk assessments where needed	.	Positive support in place for disabled student. Disabled student feels confident moving around school and where to go for help	Completed - ongoing
Events Manager and Director of Innovation	To ensure that any visitor with a disability to the site is identified so that we can	Liaise with partnership schools and other visitors and routinely ask	Disabled students and adult visitors feel confident moving around school.	Embed this practice over the course of the academic year 2024-2025

	communicate with them effectively, include those visitors from our partnership schools, and that this information is disseminated on a need-to-know basis.	whether there is any accessibility arrangements required. Create checklist of questions for partnership schools		Checklist of questions created by Jan 2025
Events Manager Senior School Office Manager Deputy Head (Academic)	Ensure event communications include a clear invitation for families to share access needs.	Event letters, including parents' evening, requests that any families with special access requirements should reply to give details. Adequate adjustments are made in response to the above	Disabled students and adult visitors feel confident moving around school.	Embed this practice over the course of the academic year 2024-2025
Director of Admissions, Marketing and Communications	Make available School brochures, newsletters, and other information for parents in alternative formats when specifically requested.	Review all current School publications and promote the availability in different formats when specifically requested Add an FAQ section to the website for all visitors including an accessibility map Add audio files added for key documents.	Improved delivery of information about the school to pupils, parents, visitors and other members of the school community.	All publications reviewed by July 2025 Accessibility map devised by Jan 2025. FAQ section added to the website by April 2025. Audio files added by July 2025.
Director of IT	Investigate developing technologies in education to ensure that potential for use with disabled pupils/wider School community is explored for example, T loop in PAC.	Research new products and services including costing. Arrange training for staff/pupils when necessary.	Improved delivery of information about the school to pupils, parents, visitors and other members of the school community.	Research carried out by July 2025

NB: green denotes that this is current practice.

18. Appendix B: Increasing the extent to which pupils with disabilities can participate in the School curriculum

Appendix B: Increasing the extent to which pupils with disabilities can participate in the School curriculum				
Department / Nominated person responsible for overseeing	Targets	Strategies	Outcome	Timeframe
Assistant Head (Enrichment)	All pupils including those with disabilities able to take part in Tuesday or Wednesday afternoon activities	Pupils given a choice of activities from which to partake – they make their own choices about what to be involved in	All pupils can choose activities they wish to take part in, developing confidence along the way. All pupils offered support and guidance about their options.	Completed - ongoing
	All pupils including those with disabilities able to take part in compulsory educational visits or trips, even if they aren't able to take part in every activity.	Pupils with specific needs to be identified by Section Heads and Assistant Head (Enrichment) and guidance offered to those pupils, where appropriate, to ensure they can fully access the opportunities offered (from trips to activities). School trips process to clearly incorporate a section about ensuring pupils with disabilities are considered from the planning phase until successful return of the trip.	School trips and activities are fully inclusive. Staff have the needs of all pupils at the forefront of their minds from planning to delivery. External events at locations outside of the School, are checked for accessibility both into the venue and within it. Trips process includes section on pupils' additional needs and a discussion with the medical centre and Section Head. Pre and post review after every trip. Annual review of trips ready for the start of every	Completed - ongoing

			academic year.	
	Pupils to be offered a range of extra-curricular activities which include opportunities to learn about the needs of, and engage with, people with disabilities.	Senior School engages a teacher of sign-language	Pupils develop additional skills to aid their understanding of and engagement with others who have a disability BSL and volunteering (at local special schools and care home) opportunities continue to be offered.	Ongoing- Opportunities to develop this further in both the JS and SS.
Head of PSHE	Pupils made aware of the importance of wellbeing and encouraged to look after themselves.	Whole School Wellbeing events PSHE Schemes of Work for whole school: Updated annually to include development of more caring attitudes, understanding of discrimination and the law, and the role of disabled role models Achieved through a range of activities including use of discussion, TED talks and news articles.	Pupils can use a range of strategies to manage their emotional health and wellbeing. Pupils can confidently utilise strategies to look after their emotional health and wellbeing	Completed - Ongoing
Cedar Space Head of Mental Health and Wellbeing	Pupils made aware of the importance of wellbeing and encouraged to look after themselves. Pupils made aware of protected characteristics, as well as different identities.	Counselling drop in sessions Cedar Space sessions Peer Supporters Clubs e.g. Breathe Club	Pupils can use a range of strategies to manage their emotional health and wellbeing and know how to access support. Pupils can confidently utilise strategies to look after their emotional health and wellbeing and	Completed - ongoing

			know how to access support. Pupils encouraged to recognise and celebrate differences amongst our community.	
Pupil Voice Deputy Head Pastoral	Pupils are encouraged to voice their thoughts, feelings and opinions.	Pupil voice sessions Whisper Student Council Form reps	Pupils have a range of ways to make sure their voice is heard Pupils have the confidence to speak about their emotional health and wellbeing	Completed - ongoing
COO Assistant Head (Teaching & Learning)	Classrooms are organised to promote the participation and independence of all pupils. Accessibility of buildings	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Thought given to how classrooms can be best arranged for all students. Review and implement wheelchair access to all classrooms ensuring lifts are fully functional. Ensure that requests to move rooms to the ground floor are made promptly. Facilitate site visits from external agencies when required.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils, as they are already catered for. A student with a disability is able to access their classroom / form room and move between lessons as smoothly and quickly as possible.	2024/25 Richardson Building refurb 2024/2025 IDEAS Hub Annual review of classrooms Annual review Regular maintenance of lifts Plans to replace lift in the Richardson
SEND advisors and medical centre	Make all teaching staff aware of the needs of pupils with disabilities	The SEND advisors for SS and JS to update staff on the needs of pupils	Staff are confident that they understand the needs of pupils with	Completed – ongoing Annual review

		<p>with disabilities at the beginning of, and throughout, each academic year. Green Star List and Care Plans shared with all staff following an update. Pupil case conferences held when required.</p>	<p>disabilities and can respond appropriately. Improved access to the curriculum for all students but especially those with disabilities.</p>	
--	--	--	---	--

NB: green denotes that this is current practice.

19. Appendix C: Improving the physical environment of the school to increase access to education by disabled pupils

Appendix C: Improving the physical environment of the school to increase access to education by disabled pupils				
Department / Nominated person responsible for overseeing	Targets	Strategies	Outcome	Timeframe
Estates Manager	Enable pupils and visitors with disabilities to access all areas of the School, where practical.	Obtain consents to modifications Lift panels to incorporate braille. Keep access to all School buildings under review. Conduct internal survey to advise on further modifications where possible. Publication of a site map that indicates accessible areas and accessible fire routes. Regular training including evacuation chairs. Review of location of evacuation chairs Add a note to Visitors' leaflet about disabilities	All areas of the School to be accessible to those with disabilities. Improved access to School buildings e.g., ramped access to art school and medical centre, applied nosing to stairs at Old House, handrail fitted to wall side of stairs in art school to accommodate pupils needs. Refurbishment of the Richardson lift. In cases where the above cannot be achieved, events are held in accessible venues.	Ongoing
Estates Manager	Enable pupils, visitors and/or staff with disabilities to be safely evacuated during an emergency.	Identify relevant staff and source training courses Review staff training for i) Fire Evacuation and ii) Use of evacuation chair	Personal Emergency Evacuation Plans (PEEPs) in place - Relevant staff can recognise the needs of pupils, visitors and/or staff with disabilities and provide appropriate	Refresher training required every three years however, relevant staff will attend training on a rota basis to ensure the School keeps up to date with any changes

			assistance during evacuation process. Fire evacuation training completed termly. General fire safety training (iHASCO) completed biennially.	
Estates Manager	To improve access to designated areas over successive financial years	Prioritise within the Master Plan. Entrances and exits for fitting of ramps and handrails. For example; Medical Centre door which is currently very heavy.	Over time, make whole School site completely accessible. Improve access for pupils, visitors and/or staff with disabilities e.g., planning to increase number of disabled parking bays etc.	Feb 2026 & ongoing
Estates Manager	Provide full access to all areas of new school buildings	Prioritise within the Master Plan. Ensure plans are compliant with current building regulations and best practice.	New buildings are fully accessible and will be compliant with the Equality Act 2010 Improved facilities for pupils, visitors and/or staff with disabilities e.g., New Teaching Block and Indoor Teaching Space Additional disabled loos, ground floor classrooms, accessible public spaces and lifts all incorporated into the new IDEAS Hub. Additional disabled loos and ramped access to the ground floor in the Tractor Barn.	April 2025 with the opening of the Ideas Hub and ongoing thereafter.

NB: green denotes that this is current practice.