

This policy was reviewed in: **January 2025**

This policy is due to be reviewed in: **January 2026**

This policy applies to the whole school including EYFS

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Ethos and aims

Pipers Corner School strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every student can participate fully in the life of the School. We are committed to providing an environment that enables full curriculum access, valuing and including all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Legislation and guidance

Pipers Corner School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 requires schools to make 'reasonable adjustments' for students with disabilities to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. Various School Policies reference reasonable adjustments, for example the Special Educational Needs and Disability (SEND) Policy and English as an Additional Language (EAL) Policy', the Equality Diversity and Inclusion Policy, the Examination Access Arrangements Policy, and others.

The School will not treat disabled students less favourably and will make reasonable adjustments to avoid putting disabled students at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

Definition of disability and scope of the plan

A child or young 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 'Special Educational Needs and Disability (SEND) Policy and English as an Additional Language (EAL) Policy' outlines the School's provision for supporting students with special educational needs and disabilities, and how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision, setting out short, medium and longer term targets.

The School's Accessibility Plan contains relevant and timely actions to:

- increase 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. It also includes entry into the school.
- improve the School's physical environment for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the School. This includes improvements to the physical environment of the school and physical aids to access education.
- improve the delivery to disabled students of information which is readily accessible to students who are not disabled, as well as to improve the accessibility of School information to any parents who may have a disability. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to students with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the students' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please see the School's 'Safeguarding and Promoting Children's Welfare Policy' and 'Equality, Diversity and Inclusion Policy'.

The plan will be made available online on the school website and paper copies are available upon request.

How the plan is developed, reviewed and monitored

The Plan is coordinated by the Bursar, working closely with, and with input from, Head of Individual Learning, Deputy Head (Academic), Deputy Head (Pastoral), Assistant Head (Digital Learning), Estates Manager, Director of Admissions and Marketing, and Compliance Manager. This group comprises the 'Disability Committee', which meets to discuss individual cases and reviews this Policy and the Plan regularly, and at least annually, and submits recommendations to the Senior Leadership Team.

The following areas are considered when developing and reviewing the Plan:

- Admissions
- Teaching and Learning
- Attendance
- Exclusions
- Curriculum
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection, Recruitment of staff, and support of existing staff
- Sporting education and activities
- Staff training
- Wellbeing

The School has consulted staff with responsibility for the induction arrangements for new students to ensure that the particular needs of disabled students are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the Accessibility Plan before the arrival of the new students.

Following the annual initial review of the Plan by the Disability Committee, the Plan is then reviewed by the Senior Leadership Team, at least annually, in order to:

- monitor and evaluate the effectiveness of any action taken in the previous School year;
- evaluate options for further improvements to accessibility;
- respond to any further legislative changes;

The School's Governors are ultimately responsible for ensuring the implementation of the Accessibility Plan during the period to which it relates. Part of this involves Governors reviewing the plan, at least annually, in the Education Committee and the Finance and General Purposes Committee, which deals with estates-related matters as well as the funding of elements of the Plan.

A new Plan will be drawn up every three years, or earlier should there be any changes in legislation or significant changes to the School site or other access arrangements.

More detailed documents on the delivery of elements of the plan are held in the relevant area of the School. In particular, the Estates Master Plan holds the overview of the development of the School's estate (both buildings and grounds). Both the Estates Master Plan and this Accessibility Plan should be

considered to be working documents, which will continue to be updated and amended during their life cycles.

The plan should be read in conjunction with the School's 'Admissions Policy' and 'SEND and EAL Policy'.

Queries and complaints

Any queries in relation to the Accessibility Plan should be directed to the Bursar (email bursar@piperscorner.co.uk). The School's 'Complaints Policy and Procedure' covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

Other relevant policies

The Accessibility Plan should be read in conjunction with the following school policies:

- SEND and EAL Policy
- Safeguarding and Promoting Children's Welfare Policy
- Admissions Policy
- Rewards, Behaviour, and Sanctions Policy
- Health and Safety Manual
- Curriculum Policy
- Equality, Diversity and Inclusion Policy
- Teaching and Learning Policy
- Examinations Access Arrangements Policy

Accessibility Plan Developments – 2019 to current

The following schedule lists developments over the course of the past few years that have either been completed or are ongoing:

2019 - 2020

- Attendance at CPD for Individual Learning teacher to receive practising certificate for Specialist Teacher status for Dyslexic students. Head of Individual Learning
Completed
- Renewal of the Crested provision accreditation for the teaching of Dyslexic students as a Learning Support Centre. Head of Individual Learning
Completed
- Explore Exam Reader software e.g. Claroread to improve access for students with literacy difficulties. Head of Individual Learning
Completed
- Continue to make all teaching materials available in easy-to-read electronic formats, accessible via new firefly learning platform and accessible both at home and at school. Head of Departments/Subjects responsible for Firefly
Completed
- Liaison with Director of Digital Strategy to evaluate ways in which technology can support accessibility when necessary. Head of Individual Learning and Director of Digital Strategy
Completed

2020 - 2021

- Continue to improve lighting throughout the School
Ongoing
- Further use of ICT to support students with SEND
Regular use of Claroread/JAW
- Review of SEND provision records system
Ongoing. Pupil Passports introduced Sept 2021.
- INSET for Specific visual impairment/hearing to ensure all staff are aware of strategies and make adjustments for individual needs in this area
Completed

2021 - 2022

- External exams access requirements for visual impairment
Completed
- Continue to explore options and improve awareness of accessibility needs for anyone with disability
- New buildings to have wheelchair access – consider adjustments to older buildings
Ongoing

2022 - 2023

- Modifications made to Sixth Form Centre for visually impaired student progressing to A levels
Completed

2023 - 2024

- Renewal of the Crested provision accreditation for the teaching of Dyslexic students as a Learning Support Centre. Head of Individual Learning - complete, registered to November 2027
- Training to staff on Autism, ADHD and Dyslexia
Completed – Head of IL
- Wheelchair accessible desk and sink included in brief for new Science laboratory created summer 2024
Completed

The three-year Accessibility Plan covering the timeframe January 2025 to December 2027 is attached as Appendix One.

Appendix One: Three-Year Accessibility Plan: January 2025 to December 2027

Improving access to the curriculum				
Targets	Action and Resource Required	Timescale (Year 1/2 /3)	Who	Evidence of Implementation, Impact and Outcomes
Enable staff to continually update and increase their knowledge and understanding of needs of all students to remove any barriers to learning.	<ul style="list-style-type: none"> Continue to provide training on practical strategies available in the classroom. 	Ongoing and at least annually	Deputy Head Academic Head of I/L	Continual training on SEND to staff in line with the needs of the current student cohort. Training on supporting students with visual and auditory issues was delivered in Sep 2022.
Continue to leverage the benefits of technology in supporting improved access to the curriculum	<ul style="list-style-type: none"> Staff training on use of technologies that support pupils with specific needs (e.g. subtitling) Exploration of how current software and devices support access Develop Chromebook accessibility advice for students in IL (to include read-aloud functionality) Ensure all students are aware of accessibility opportunities 	Y1-3	Assistant Head Digital Learning And IL Staff	Records of staff training Pupil feedback Observation of student/staff utilising additional functionality.
Ensure that students are able to raise any queries, issues or concerns about access or provision.	<ul style="list-style-type: none"> Maintain as a standing item at School Council Parents can share concerns at termly Parent Forums Students to use tutor meetings as an opportunity to discuss any accessibility needs 	Y1-3	Deputy Head Pastoral Heads of Year	Minutes of School Council, Parent Forums, any relevant follow up in form times, assemblies, staff notices
Reasonable adjustments to the curriculum to meet the needs of individual learners.	<ul style="list-style-type: none"> Formalise the approach to reasonable adjustments Pastoral support including timetable adaptations. Staff training from specialists as appropriate (speech and language, emotional wellbeing, sensory support). 	Y1-3	Deputy Heads Academic and Pastoral. Head of I/L and Examinations Officer	Training carried out by external specialist or learning support team for the needs of learners for Dyslexia, Autism and ADHD as well as mental health such as anxiety. Subgroup analysis of exam results for those with SEND

	<ul style="list-style-type: none"> • Introduction to touch typing through IT lessons in the Senior School/KS3 • I/L students supported with IT skills including touch typing. 			Exam and admissions assessment data Review and formalise current policies and procedures
Improve educational experiences for hearing impaired students.	<ul style="list-style-type: none"> • Introduction of accessibility issues in ESF • Embed current practices within School • Use of radio aids when required • Consider installing further hearing loop/sound field systems if recommended for any individual – e.g. swimming pool 	Y1-3	Deputy Head Academic, Head of I/L	Working alongside Network and Theatre Managers
Embed accessibility considerations into all School Events, both onsite and offsite		Y1-3		Exploring
To prepare for continued accreditation as a CRESTED Learning support centre – Council for the Registration of Schools Teaching Dyslexic pupils	Current CRESTED application runs to 2027; School to be visited by Crested Consultant Evidence taken to Crested Panel in November 2027	Y1-3	Head of I/L	3 years accreditation as Crested Learning Support Centre until 2027; Accreditation to be extended in 2027 to 2030.
Develop provision for neurodiverse students	Explore Autism inclusion award	Y1-3	Head of I/L	
Improve access to font suitable for Dyslexic learners and staff	OpenDyslexic is a font type specifically designed for students with dyslexia in order to aid them in reading online materials and typing their own notes. Their website is here: https://opendyslexic.org . The idea of adding this onto school laptops has been brought up before, but it is something that we would like to push further currently.	Y1	Assistant Head, Digital Learning and Head of I/L	Student and staff feedback Collate information and prepare for review by SLT (Lexend (Google) and Open Dyslexic (Microsoft) fonts considered for devices in School).

Improving access to the physical environment				
Targets	Action and Resource Required	Timescale (Y1/2 /3)	Who	Evidence of Implementation, Impact and Outcomes
Investigate and review access to estate grounds and all school buildings	<ul style="list-style-type: none"> Audit of existing situation and update records written and drawn. Review by external DDA consultant 	Y1	Bursar	Procurement strategy under review for studies and consultants in preparation for work on the Estates Masterplan
As part of the Estates Masterplan address accessibility and build in parameters for improving access to both building and grounds across the Estate.	<ul style="list-style-type: none"> Review above audit and develop a strategy for improved accessibility Workstream and Engagement with a focus on accessibility Identify quick wins, medium and long term goals 	Y1	Estates Manager	Work on the Estates Masterplan started Spring 2023 and is ongoing
Improve continuity of Lift services	<ul style="list-style-type: none"> Audit of Lifts and their condition Ensure regular maintenance and service programme 	Y1 – Y3	Estates Manager	
Reduce reliance on mechanical means (i.e. Lifts etc), to negotiate level changes where possible.	<ul style="list-style-type: none"> Take a strategic approach in developing briefs for buildings and grounds that prioritise an integrated approach to changes in level. 	Y1 – Y10	Estates Manager	Completed building projects, such as Arts Centre, have greater step-free access
Review access to subject-specific teaching spaces e.g. Music, Sociology departments etc.		Y1	Bursar / Estates Manager	
Parking	<ul style="list-style-type: none"> Clearer advance information given/ available to visitors regarding accessible parking spaces, and subsequent routes to buildings Clearer signage on site that directs visitors, if needed, to accessible spaces 	Y1	Bursar	
School/commercial events	<ul style="list-style-type: none"> Accessibility needs clearly requested as part of application process for tickets Limitations of accessibility made clear 	Y1	Bursar	

Improving access to information				
Targets	Action and Resource Required	Timescale (Y1/2 /3)	Who	Evidence of Implementation, Impact and Outcomes
Develop the accessibility of School documentation and literature	<ul style="list-style-type: none"> Review how information is delivered to parents Gauge accessibility needs from parents community. Possible interventions include: Consider high visibility option for the website and parent portal. Ensure all staff are aware of guidance on accessible formats. Investigate read-aloud technology for parents Investigate large-print versions of emails sent to parents through iSAMS (as the auto-enlarge function on email browsers is not compatible) Consider the use of OpenDyslexia font on all communications 	Y2-3	Director of Admissions and Marketing	Consider: What measures do parents already have in place within their own professional environment?
Review site signage and access	<ul style="list-style-type: none"> Review visitor experience from arrival on site Audit of signage around the school estate. Addition of improved signage where necessary. 	Y1 - 3	Headmistress and Director of Admissions and Marketing	