



APPLEFORD SCHOOL

ACCESSIBILITY PLAN SEPTEMBER 2022 – SEPTEMBER 2025

The Policy is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office. All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school.

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (child protection). Our fundamental priority is our children and their wellbeing; this is first and foremost.

Scope: This policy applies to all activities undertaken by the school, inclusive of those outside of the normal school hours and away from the school site and is inclusive of all staff (teaching, support and agency staff), Pupils on placement, contractors, the Advisory Board and volunteers working in the school. All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy being required to state that they have read, understood and will abide by this policy and its procedural documents.

Legal Status:

- The Independent School Standards (ISS) Regulations (DfE: currently in force), the Ofsted Social Care Common Inspection Framework (SCCIF) (DfE: currently in force) and the National Minimum Standards (NMS) for residential special schools (RSS) (DfE: September 2022).
- Complies with Part 1(2)(d)(ii) The Quality of Education Provided (curriculum) of The Education (Independent School Standards) (England) Regulations currently in force which encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- Equality Act 2010 (which defines disability as a 'physical or mental impairment which has a substantial and long-term adverse effect on someone's ability to carry out normal day to day activities').
- *Schedule 10 of the Equality Act.*
- Keeping Children Safe in Education (KCSIE) (September 2024).

Monitoring and Review: This policy is subject to continuous monitoring, refinement and audit by Dr Peter Gardner (Managing Director), the Advisory Board and Mr David King (Headmaster). The Proprietor will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. All staff will be informed of the update/reviewed policy and it is made available to them in either a hard copy or electronically. The Plan will be monitored by the Headmaster and the Operations Manager. The Plan will be renewed on a three-yearly cycle.

Policy Agreed for the commencement of the three year Accessibility Plan: September 2022

First update and review of the Accessibility Plan and agreed including republishing on the school website: September 2023

Second update and review of the Accessibility Plan and agreed including republishing on the school website: September 2024

Third update and to be fully review of the Accessibility Plan and to be republished on the school website: September 2025

Signed:

Dr Peter Gardner
Proprietor and Managing Director

Mr David King
Headmaster and Company Director

Introductory statement: In accordance with the Equality Act 2010, Appleford School takes steps to make reasonable adjustments for pupils and applicants with disabilities so that they are not put at a substantial disadvantage when compared with Pupils and applicants who are not disabled. Appleford therefore seeks to cater for each situation on its individual merits. We are committed to providing an environment which values and includes all Pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school and this includes improving the delivery to disabled Pupils of information which is readily accessible to Pupils who are not disabled.

Therefore, our three-year Accessibility Plan is for:

- increasing the extent to which disabled Pupils can participate in the school's curriculum
- improving 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 Appleford School.

Background: The Equality Act 2010 places a duty on all of us to have due regard to:

- promotion of equality of opportunity between disabled persons and others;
- elimination of discrimination and elimination of harassment of disabled persons that is related to their disabilities;
- promotion of positive attitudes towards disabled persons;..
- encouragement of participation by disabled persons;
- taking account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than others;
- not to treat disabled pupils less favourably.

Appleford School wishes to ensure that any disabled pupils have as full a range of options, as is reasonably possible, open to them in both the curricular and co-curricular life of our school. We expect them to participate and achieve in all aspects of school life. We aim to identify and where possible remove barriers to disabled pupils' learning and inclusion, setting suitable challenges, responding to pupils' needs, and increasing access. We also wish to ensure that we can appoint the best candidate for any vacancy regardless of disability.

Appleford is committed to making reasonable adjustments to allow Pupils with disabilities to access educational provision at the school. Appleford occupies a site consisting of a main building and an extension, with some parts being historic and of two storeys (See *Reasonable Adjustment Policy*). In the secondary school, teaching takes place in fixed classrooms for each subject which means pupils move widely around Appleford. This requires pupils to go from classroom to classroom, often under tight time pressures using steps and stairs. Pupils are required to use stairs and steps for routine access and emergency evacuation purposes. It is acknowledged that there may be a need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

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

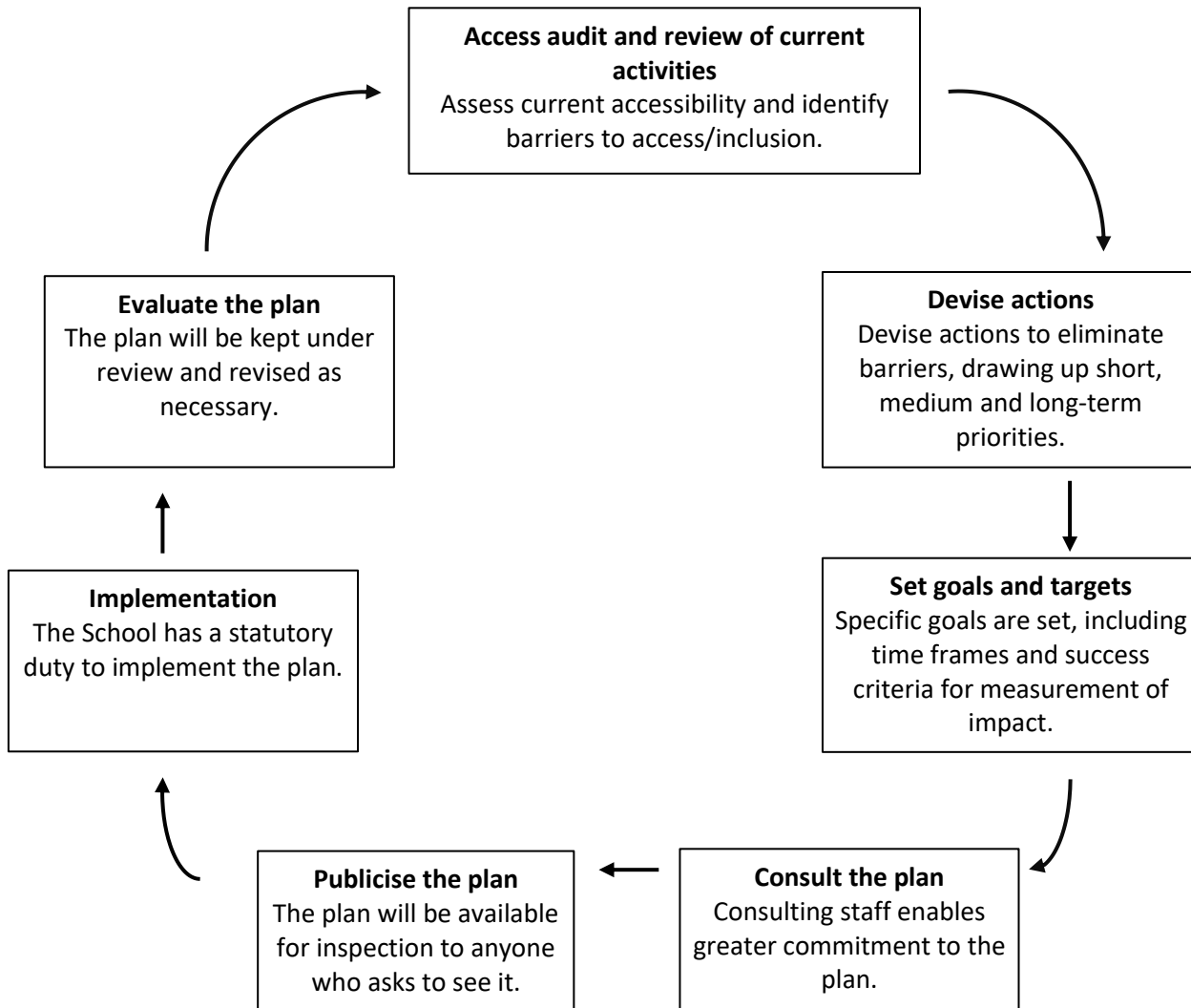
- School website and Prospectus
- Single Equalities Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities Policy
- Curriculum Teaching and Learning Policy
- Behaviour and Discipline Policy
- Risk Assessment and Pupil Access to Risky Areas Policy
- Positive Mental Health and wellbeing Policy
- Emergency Evacuation Procedures
- Reasonable Adjustments Policy

Summary of Current Provision: Appleford physical layout consists of buildings which have grown since the school was founded and there are no lifts. There are fixed classrooms for each subject in the secondary phase, based on the valid ground of having all the facilities for one subject in one place. This requires pupils to move from classroom to classroom, often up steps or stairs in buildings without lifts.

Appleford School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential.

Developing Our Accessibility Plan

Appleford School develops its accessibility plan in the following way:



Accessibility Plan Content: Our three-year plan includes how we plan to (with timescales):

- increase the extent to which disabled Pupils (including those with special educational needs) can participate in Appleford curriculum;
- improve the provision to disabled Pupils of information which is already in writing for Pupils who are not disabled;
- improve the physical environment of Appleford in order to increase the extent to which disabled Pupils are able to take advantage of education and associated services offered by the school.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has substantial and long-term adverse impact on a person's ability to carry out normal everyday activities'*. This has some overlap with the definition of 'special educational needs' in the Children and Families Act 2014, which includes any Pupil with *'significantly greater difficulty in learning than the majority of children of his/her age'* or *'a disability which means that a Pupil cannot make full use of the general educational facilities'* provided for Pupils of their age in mainstream schools. Not all Pupils are disabled by their SEND and vice versa. For the Accessibility plan, 'disabled Pupils' refers not only to those with physical disabilities but could include, for example, those with health issues, including mental health, or learning disabilities if they meet the legal definition of 'disability'. We do not treat disabled Pupils less favourably; we also take reasonable steps to avoid putting disabled Pupils at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education.

In producing this plan, the following Senior Leaders have had input into the development of the plan:

- Headmaster.
- Deputy Headmaster

Pupils at Appleford are not discriminated against, regard being paid to the protected characteristics set out in the Equality Act 2010 and to their cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability. Appleford embraces diversity and exhibits tolerance. All Equality Objectives are seeking to protect Pupils identified by the **Nine Protected Characteristics (NPC)**: Race; Disability; Sex; Age; Religion or Belief; Sexual Orientation; Gender re-assignment; Pregnancy and Maternity and Pupils who are linked by association.

Appleford Accessibility Plan has been developed and drawn up based upon information supplied by DfE and consultations with Pupils, parents, staff and the Advisory Board. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. Appleford is committed to providing an environment that enables full curriculum access that values and includes all Pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Appleford Accessibility Plan shows how access is to be improved for disabled Pupils, staff and visitors to the school within a given timeframe, anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of Appleford, such as leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- improve and maintain access to the physical environment of Appleford, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- improve the delivery of written information to Pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events;
- ensure the information is made available in various preferred formats within a reasonable timeframe.

Our Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and the Advisory Board on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which was originally undertaken by Appleford and remains the responsibility of the Advisory Board. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by

Appleford prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the on-going period. Equality Impact Assessments will be undertaken as and when school policies are reviewed.

Admissions Policy: Each pupil with a disability requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We recognise that some disabled pupils may require specialist support, and we would normally discuss this issue thoroughly with parents and their medical advisors before the child enters Appleford. Once parents have accepted the offer of a place for their child and before they become a pupil at Appleford, we will also discuss the adjustments that can reasonably be made. Copies of our SEND Policy may be obtained on request.

Appleford asks parents to complete a form in respect of a prospective pupil at the time of application. In assessing any pupil or prospective pupil, the school may take advice and require assessments as it regards as appropriate. Subject to this, Appleford will be sensitive to any requests for confidentiality. The admissions staff welcome information concerning a prospective pupil's special needs at the earliest possible stage in the application process. Such information will enable Appleford to consider any adjustments it might need to make and to offer the best possible advice.

Appleford policy is to support all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability.

Welcoming and Preparing for Pupils with Disabilities: Where it is practicable to make reasonable adjustments to enable prospective Pupils to take up a place at Appleford, we are committed to providing those reasonable adjustments. Where Appleford agrees to provide additional services or put in place reasonable adjustments, these are not charged on to the parent, unless the cost of providing adjustments exceeds the definition of "reasonable". Details of any such additional costs would be fully assessed and agreed in writing beforehand between the parent and the school.

In order to meet the needs of Pupils with disabilities, Appleford requires full information. We 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 Appleford should be aware. Reasonable adjustments can be made to ensure that any pupil with disabilities is provided with appropriate assistance to eat, go to the bathroom, and take part in lessons and activities in a manner which promotes dignity and choice.

Disabled Pupils: Appleford will make reasonable adjustments in order to ensure that disabled pupils or prospective pupils are not placed at a disadvantage in comparison with non-disabled pupils. On the direction of the SENCO the following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter; providing assistance during assessment;
- reader; scribe;
- use of assistive software;
- using assistive technology;
- use of coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed, the same adjustment for all assessments. Externally commissioned reports are accepted only in exceptional circumstances, after discussion with the SENCO and in accordance with the assessment process policy.

Provision: The accessibility programme includes:

- the provision of quality first teaching and Learning Support interventions for pupils where this has been identified. (See *SEND Policy*);
- an acceptance of the need to make adjustments to the teaching provision for pupils who have visual disabilities. Provision is met primarily by ensuring the pupil is seated in the best position in the classroom. The provision of printed sheets on appropriately coloured paper for notes, the use of the internet/projectors as a resource, are examples of adjustments of teaching methods;
- an acceptance of the need to make adjustments for the teaching of those who have aural disabilities;
- the development of an adjusted games and activities programme for individuals if necessary;
- the encouragement of positive attitudes to disability through the curriculum, especially the PSHEE programme;
- the opening up of as many areas of the school as possible to those with physical disabilities;
- our three-year accessibility plan, which aims to accommodate a wide range of pupils with disabilities, ensuring equal opportunity, details targets, strategies and outcomes within a clearly defined three-year time frame.

Sports activities: The government sport strategy "*Sporting Future: A New Strategy for an Active Nation*", published by the Department of Culture, Media and Sport in December 2015, and the more recent paper published in 2020 by the Centre for Disease Control and Prevention's School and Youth Programme: "*Active People, Healthy Nation*" place a particular emphasis on helping inactive people to become more active.

Achieving this goal will include helping Pupils with disabilities to become more active, including through new approaches to local delivery. The strategy also includes various measures aimed at ensuring people with disabilities are properly represented among sport volunteers, coaches, the wider workforce and leadership. Appleford will work with staff and outside suppliers to offer the widest possible range of sports and physical activities using our existing facilities.

Special Educational Needs (SEN): The duties on Special Educational Needs (SEN) and disability provision apply equally to schools of all types and we will ensure that we comply with our legal requirements and guidance provided including:

- guidance to schools on their obligations under the Equality Act to complement the technical guidance published by the Equality and Human Rights Commission (EHRC);
- the SEN & Disability Code of Practice Sept 2014 – statutory guidance integrating SEN and disability frameworks (last updated May 2015);
- statutory guidance on supporting Pupils with medical conditions in December 2015.

Disabled Staff: We will ensure that in recruitment procedures any advertisements, short listing and interview procedures are without any hint of direct or indirect discrimination. In all staff appointments the best candidate will be appointed based on strict professional criteria. Appleford will make reasonable adjustments in order to ensure that disabled staff or prospective staff are not placed at a disadvantage in comparison with non-disabled staff. This includes an acceptance of the need to make reasonable adjustments to accessibility and physical layout of classrooms as well as reasonable improvements for visual, auditory or other impairments. Staff duties may also be adjusted, if possible, to meet the needs of the individual.

Mental Health: Appleford will ensure that Pupils with a diagnosed mental health condition have a risk assessment and care plan in place that supports full access to all aspects of school life. We will ensure that accessibility to school life for Pupils with diagnosed mental health conditions is on-going through a regular review of risk assessments and care plans, ongoing training for staff and adherence to our health and wellbeing model (see Appendix 2).

Protected Characteristics: Appleford is fully committed to supporting all Pupils with identified protected characteristics, as outlined in the 2010 Equality Act, in accessing all aspects of school life. We will ensure that the learning environment and physical plant is accessible to all Pupils with protected characteristics through a regular review of the relevant care plans and risk assessments.

REASONABLE ADJUSTMENT

Legal Status:

- Special Educational Needs and Disability Act (SENDA)
- Equality Act (2010) and The Public Sector Equality Duty (2011)

Applies to:

- The whole school along with all activities provided by the School, including those outside of the normal school hours.
- All staff (teaching and non-teaching), the Advisory Board and volunteers working in the school.

Introduction: In accordance with the Equality Act 2010, Appleford must take steps to make reasonable adjustments for Pupils and applicants with disabilities so that they are not put at a substantial disadvantage when compared with Pupils and applicants who are not disabled.

Appleford therefore seeks to cater for each situation on its individual merits. This appendix is a general statement of our policy, which sets out the principles underlying our approach to making adjustments for Pupils and applicants with disabilities and the factors Appleford will take into account when considering requests for reasonable adjustments.

When does the duty arise?

A Pupil or applicant is disabled if they suffer from a *'physical or mental impairment that has a substantial and long-term negative effect on his or her ability to carry out normal daily activities'* (Equalities Act 2010). In most cases, disabilities will have lasted or be likely to last for 12 months or more.

What is the scope of the duty? Appleford seeks to ensure that pupils with disabilities and applicants are not put at a substantial disadvantage, by making reasonable adjustments:

- to our policies and practices (i.e. the way we do things); and
- by providing auxiliary aids and services (i.e. additional support or assistance).

There is no standard definition of an auxiliary aid or service, but examples include:

- pieces of equipment;
- extra learning support assistance;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers; and
- assistance with guiding.

What is not covered? We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for Pupils with disabilities. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the school.

How are requested adjustments made? Appleford considers whether there is any adjustment it could make to overcome any substantial disadvantage suffered by an applicant or Pupil with disabilities. However, we do not always think of all possible adjustments and we want to work with parents to think as creatively as possible about this matter.

If the child has a disability and you believe that they are being put at a substantial disadvantage compared with Pupils without disabilities and there is an adjustment that could be made which would overcome this, the parents may write to the Headmaster, setting out in full the adjustment and (if necessary) how the school could put this into practice.

The school's response: In some cases Appleford will be able to agree to and implement the requested adjustment as soon as possible. In other cases, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the Pupil or applicant is suffering and what measures it is reasonable for the school to take. In these cases, Appleford may seek input from teachers, other experts (such as doctors and/or educational psychologists), parents and the child in question.

How will the school decide whether an adjustment is reasonable? When considering whether it would be reasonable to make the adjustment, the school will consider the following factors:

- whether making the adjustment would overcome the substantial disadvantage the child is experiencing;
- the practicability of the adjustment;
- the effect of the disability on the Pupil;
- the cost of the proposed adjustment;
- the school's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other Pupils (and potential Pupils).

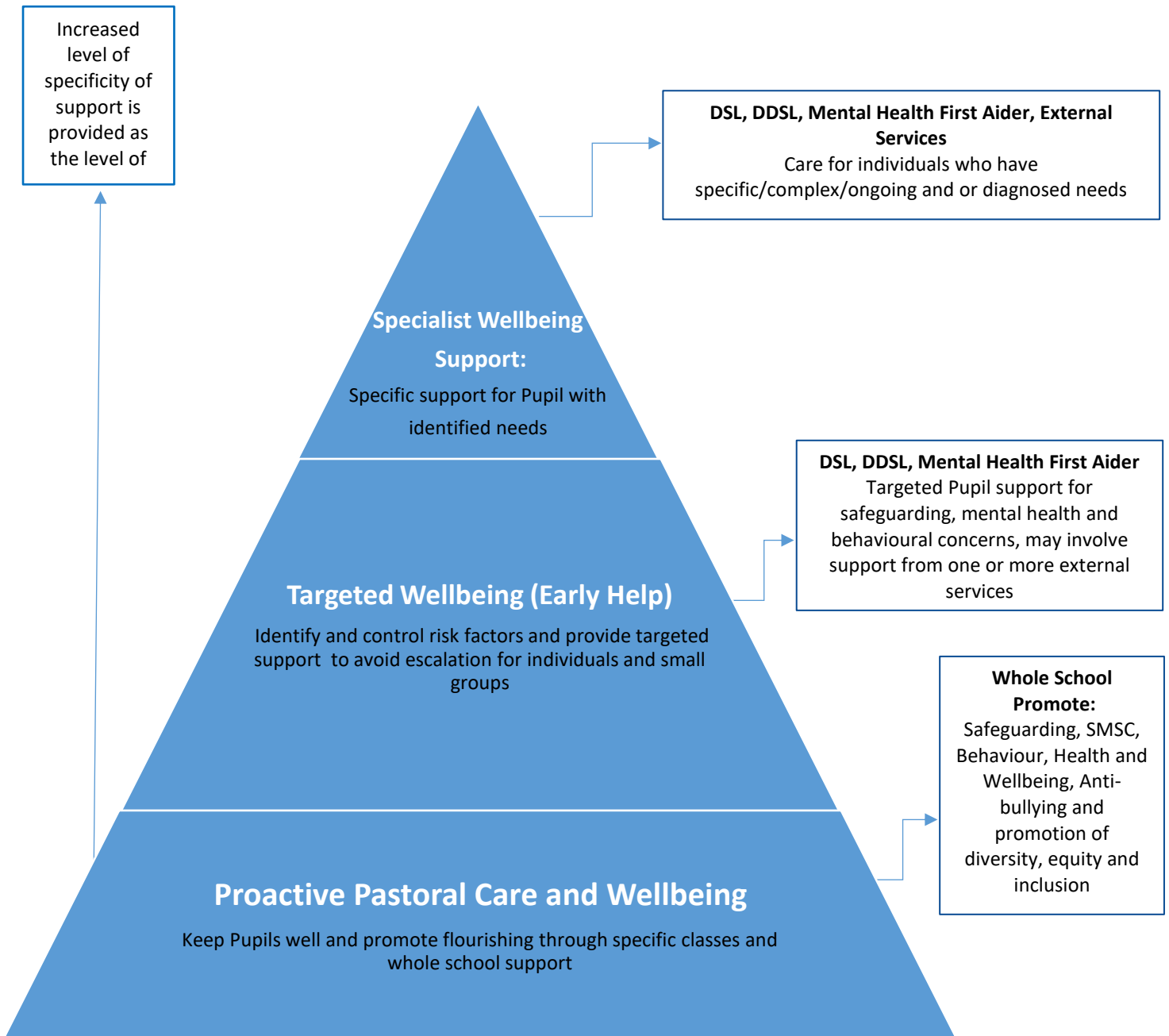
Confidentiality: The parent (or the child if the school believes they are 'Gillick Competent' and have sufficient understanding of the nature of the request) may request that the existence or nature of your child's disability be treated as confidential by the school. We will take any such request into account when considering whether an adjustment is reasonable.

Outcome: Once the School has determined whether the relevant adjustment is reasonable, we will write to you, setting out the decision and the reasons.

What can you do if you are not happy with the School's decision? If the parents are not happy with the School's decision about the reasonableness of the adjustment, they may lodge a complaint using Appleford Complaints Procedure.



APPLEFORD HEALTH AND WELLBEING MODEL



THREE YEAR ACCESSIBILITY PLAN 2022-2025

Our three-year accessibility plan, which aims to accommodate a wider range of pupils with disabilities, ensuring equal opportunity, details targets, strategies and outcomes within a clearly defined three-year time frame. Many of these targets, once met, will become annual provisions.

EQUALITY OBJECTIVE	ACTION	LEAD	INTENDED COMPLETION DATE	SUCCESS CRITERIA
Establish a comprehensive picture of the school's current accessibility.	Complete updated full-site accessibility audit.	SLT	July 2022	Completed audit – on-going revisions as required.
Protected Characteristics				
EQUALITY OBJECTIVE	ACTION	LEAD	INTENDED COMPLETION DATE	SUCCESS CRITERIA
All staff ensure that all Pupils with protected characteristics are supported within the school: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.	SLT and SENCO to ensure information is available and communicated to relevant staff regarding Pupils with protected characteristics. Training is available to all staff to ensure up-to-date methods of support are being utilised.	SLT	May 2022 and ongoing	All staff are aware of Pupils with protected characteristics and trained to deal with their needs.
Pupils with protected characteristics enjoy the same school experience, including access to trips and events	Liaison with parents to formulate action plans. Risk assessments carried out for the activity. Monitor provision for Pupils with disabilities on all residential visits including day, week or overseas trips.	Headmaster JC	Ongoing	All Pupils enjoy the same school experience.
Ensure access for Pupils with protected characteristics and short-term mobility issues.	Ensure access to the ground floor facilities for all Pupils with protected characteristics and ensure adjustments made are reasonable and timely. Establish Risk Assessment for Pupils who develop a mobility issue to identify any issues with accessing school buildings and fire and evacuation arrangements.	SLT LA	When needed.	Ground floor fully accessible. Risk assessments established.

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SEND

EQUALITY OBJECTIVE	ACTION	LEAD	INTENDED COMPLETION DATE	SUCCESS CRITERIA
Ensure that pupils' needs are met through Learning Support arrangements.	SLT and SENCO to review the provision and allocate the Learning Support so it is used effectively to enable all pupils to make progress.	SLT	July 2022	Provision reviewed and plan in place for September 2022.
Ensure effective SEND Provision is in place for Pupils with additional needs.	Review current SEND Provision within the school. Ensure individual plans reflect the needs of pupils with SEND and are reviewed on a half-termly basis.	SENCO	May 2022	Report produced with established strengths and areas for development. Individual plans in place for pupils with SEND.
Develop staff CPD programme to ensure all staff are able to identify and teach Pupils with SEN.	Create a training programme to support staff with teaching and learning for SEND Pupils, including those with mental health issues.	SENCO Headmaster	September 2022	Staff have confidence in identifying and teaching Pupils with SEND.
Ensure that Pupils with learning difficulties (e.g. dyspraxia, dyslexia) receive appropriate access arrangements.	SENCO to review procedures and ensure appropriate action is implemented. Exam board requirements reviewed annually to ensure Pupils who require additional time receive this.	SENCO Headmaster Exams Officer	October 2022	Pupils receive extra time as appropriate to each Pupil's need.

Welfare, Health and Safety of Pupils

EQUALITY OBJECTIVE	ACTION	LEAD	INTENDED COMPLETION DATE	SUCCESS CRITERIA
To provide opportunity for pupils to develop their mental wellbeing.	Plan and develop a 'spiritual space' outside, for pupils to use as a quiet place for reflection.	Headmaster	October 2022	Pupils will have increased opportunity for engaging spiritually. Pupils engage with the spiritual space in a calm and purposeful manner, thereby developing their mental wellbeing.
Ensure effective provision for health care and medication provision.	Review/Update medical procedures. Review of Administration of Medication Procedures. Full review and audit of medical resources.	JC CH DB	September 2022	Effective procedures in place. Medical audit completed with next steps established.

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EQUALITY OBJECTIVE	EQUALITY OBJECTIVE	LEAD	INTENDED COMPLETION DATE	SUCCESS CRITERIA
Ensure the school can protect and support Pupils with allergies as practicably as possible.	To review procedures on allergy management within the school. Update staff training and emergency procedures. Establish Risk Assessments for Pupils with severe allergies.	JC	September 2022	Staff confidence increased and procedures understood by all. Risk assessments completed for identified children.
Health and Safety training for all staff as part of initial induction or as required.	Set of training programmes through providers. All staff to complete online or site-based training in Health and Safety, including Fire-safety.	Headmaster	Ongoing	All staff will receive set package of H&S training which will equip them for working with Pupils successfully.
Ensure medical information for specified children is clearly disseminated to required staff for school or off-site activities.	Review how medical info is initially sought/received and coordinated and who is in charge of keeping track. Information on specific Pupils, including nut allergy sufferers, asthmatics and diabetes to be disseminated. EpiPen training for all staff. Liaison with parents to formulate action plans. Risk assessments carried out for the activity.	Headmaster TR JC	September 2022	Staff will be fully aware of the medical needs of each pupil and will feel confident to care for their needs.
Quality of Education Provided				
EQUALITY OBJECTIVE	EQUALITY OBJECTIVE	LEAD	INTENDED COMPLETION DATE	SUCCESS CRITERIA
All EAL Pupils receive additional support.	Review provision for English as an Additional Language (EAL), identifying areas for development and appropriate next steps.	SENCO	September 2022	All Pupils have appropriate resources and support to allow full access to and engagement in the curriculum
Ensure all Pupils with learning difficulties are identified and that all pupils have the opportunity to fulfil their potential.	CAT4 to be completed on entry to school, to help identify any learning difficulties and areas of focus. SENCO to monitor procedures and adjust as necessary. CAT4 tests to be completed twice yearly, to monitor progress. GL Assessments for reading and maths will also be completed on entry, and throughout the year to monitor progress.	SENCO Headmaster	Twice yearly, and upon entry to school.	Established clear screening methods for new Pupils. Tracking of pupil progress to identify any area of concern.

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Staff Training

EQUALITY OBJECTIVE	ACTION	LEAD	INTENDED COMPLETION DATE	SUCCESS CRITERIA
Ensure all staff have up-to-date training on how to identify and support pupils with SEN.	Mental Health and Wellbeing	CH- Mental Health Lead Headmaster	July 2022	Staff have confidence in identifying and supporting pupils with mental health issues.
	Behaviour Management	Headmaster	September 2022	Staff have confidence in managing pupils' behaviour. Low-level behaviour incidences are rare.
	Dyslexia/ Dyscalculia	SENCO Headmaster	December 2022	Staff have confidence in identifying and supporting pupils with Dyslexia or Dyscalculia.
	ADHD/ ASD	SENCO Headmaster	April 2023	Staff have confidence in supporting pupils with ADHD/ ASD
	Moderate Learning Difficulties	SENCO Headmaster	July 2023	Staff have confidence in teaching Pupils with moderate learning difficulties.

Facilities

TASK OR ISSUE	ACTION	LEAD	TIMEFRAME	STATUS
Ensure ramped accesses to all ground floor corridors.	OT and Operations Manager to audit. Installation of ramp to Prep playground	Operations Manager	Jan 2020	Completed
Investigate feasibility of improving access within any plans for redecoration and refurbishment of buildings. Consider appropriate colour schemes to benefit pupils with visual impairments and install window blinds where appropriate.	Continuing refurbishment and upgrading of existing facilities where appropriate.	Operations Manager	On-going	Completed and on-going
	New furniture provision for Elm Boarding House	Co-Heads of Boarding	Easter 2023	

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TASK OR ISSUE	ACTION	LEAD	TIMEFRAME	STATUS
Upgrading of Maddington Boarding House	Provision for Boarding pupils	Operations Manager	Autumn 2023	Completed
All signage should take into account pupils with SpLD.	All on-going instruction / directional signs will be pictorial	Operations Manager	On-going	Completed and on-going
Improve Art / Food Tech room for Prep School	For Prep pupils to access Food Tech	Headmaster	Easter 2023	Completed
Improve access from The Willows to The Beeches	Create paved walkway across graveled area (The Willows)	Operations Manager	Summer 2024	
Improve access to SENDCo, access arrangements and Exams offices.	Investigate fitting a handrail on the steps beside the medical room on the Second floor of Oak House.	Operations Manager	Summer 2025	
Welfare, Health and Safety of Pupils				
TASK OR ISSUE	ACTION	LEAD	TIMEFRAME	STATUS
Ensure effective provision for healthcare and medication provision.	Review / Update medical policy and procedures.	Head of Medical	On-going	On-going Review Spring 2025
Establish an annual audit of Health and Safety across the school site	To be provided to the Proprietor	Operations Manager	Annually	On-going with revisions as required
Ensure the school can protect and support pupils with allergies as practicably as possible.	Establish Risk Assessments for pupils with severe allergies. Ensure all staff are informed about any allergy and food lists updated.	Registrar Head of Medical	On-going	On-going
Ensure medical information for specified children is clearly disseminated to required staff for school or off-site activities.	Liaison with parents to formulate plans. Information on specific pupils, including asthmatics and diabetes to be disseminated. Diabetes training for staff. Emergency Asthma and Epi-pen box in school office. Defibrillator on site	Head of Medical Registrar	On-going	On-going
Health and Safety training for all staff as part of initial induction or as required.	All staff complete online or site-based training in Health and Safety, including Fire-safety.	Operations Manager	On-going	Provided at induction and INSET to identified staff
To provide opportunity for pupils to develop their mental wellbeing.	Pupils are given the opportunity to attend Pastoral drop-ins. Lunch clubs being offered as appropriate. Orchard Garden for a place to sit quietly.	Head of Pastoral Care	On-going	On-going
Wheelchair available for emergency use.	Operations Manager to obtain for emergency use in school.	Operations Manager	Sep 2022	Completed

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TASK OR ISSUE	ACTION	LEAD	TIMEFRAME	STATUS
If a visually impaired student were to join the school, investigate alternative forms of written materials for.	Learning Support Team to investigate Application form. This has not been needed yet although visual stress is accommodated via support from OT	Learning Support Team	When required	When required but strategy being researched
Provision for hearing impaired pupils and staff.	Hearing impaired pupils are identified and receive regular visits from 'Wiltshire Qualified Teacher for Deaf' to ensure pupils can learn / have procedures in place in case of Fire Alarms.	Co-Heads of Boarding Registrar HoLS	On-going	On-going
Quality of Education Provided				
TASK OR ISSUE	ACTION	LEAD	TIMEFRAME	STATUS
Expand touch typing programme to assist students with hand writing or poor co-ordination.	IT dyslexia packages. Packages reviewed 2020 and touch typing recommended package checked by OT Enhanced investment in hardware	Learning Support Team HoDs	On-going	On-going Additional 40 laptops purchased 2021
Ensure all pupils have the opportunity to fulfil their potential.	Established clear screening method for new pupils Tracking of pupils' progress to identify areas of concern Annual School Reviews for ALL pupils	HoLS	On-going	On-going
Materials to monitor students with difficulties writing at speed / accessing the curriculum / accessing examinations	Head of Learning Support (HoLS) to undertake ongoing access arrangement testing. Learning Walks	HoLS	On-going	Partially complete On-going
Review reporting and assessment procedures	New AR system to be introduced. INSET to be provided. Increased provision of summative data into parental reporting.	SLT	November 2023	Complete To be reviewed July 2025 and again in July 2026.
Staff needing to find information about pupils in many different locations and on different documentation.	Review and implement change into the assessment, recording and reporting system, making best use of CIS.	SENDCo and Data manager	August 2024	Partially complete On-going
Review work in practical subjects (e.g. Creative arts and physical education) to ensure students with difficulties are properly catered for.	Director of Studies will consider review accessibility to content within the lessons Senior Leadership Team (SLT) will audit and augment LSA support in practical subjects.	SLT and OT	Ongoing	In action
Monitor provision for students with disabilities on all residential visits including day, week or overseas trips. SLT to keep up to date with current regulations and to check website 'learning outside the classroom / OEAP'; information on specific students including required additional support strategies, nut allergy sufferers,	Blanket medical form which enables students to go on all educational trips throughout the year. Specific medical forms for trips abroad. Medical training for staff. Medical / specific needs as identified in Risk Assessments. Ensure inclusivity, if appropriate, of all residential visits for pupils. Appoint a Head of OE to manage and inform RAs.	Head of Pastoral Care	From September 2022 and ongoing	OE appointment made. Meds/FA training ongoing

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asthmatics and diabetes to be disseminated by Head of Pastoral Care/Medical Administrator to trip organizers and leaders; if necessary, trip leaders to receive EpiPen training / diabetes / epilepsy.	OT to be consulted about any issues such as access / mobility difficulties, sensory overwhelm, so adaptations or equipment can be put in place			
HoLS to ensure students with learning difficulties (e.g. dyspraxics, dyslexics) receive extra time to complete longer projects where appropriate	Learning Support Team to review procedures and ensure appropriate action is implemented. Appropriate testing systems in place to ensure accurate Access Arrangements	Learning Support Team	ongoing	AA in place on a year-by-year basis, 2026.
Review strategies on use of IT to facilitate students with organization or memory problems	Teachers to ensure students have access to appropriate IT system and software to support their needs. Audit ICT provision across the school Introduction of Clicker 8 and additional ICT (laptops)	SLT	On-going	Will always be on-going Completed
Review Screening procedures ensure all students are appropriately placed.	HoLS to screen paperwork and advise Registrar, working with Pastoral, SaLT and OT as and when required.	HoLS	Ongoing as standard practice	Completed but will always be on-going.
Staff Training				
TASK OR ISSUE	ACTION	LEAD	TIMEFRAME	STATUS
Develop staff CPD programme to ensure all staff and teaching assistants are able to identify and teach pupils with learning difficulties	Introduction of Educare CPD package for all staff and Therapists advice for teachers available onsite daily. Therapists feed into INSET for all staff yearly. Alternative use of CPD provision (Educare, National College etc.) providing different training packages each year. Training provided at INSET to support pupils with SEN / de-escalation techniques / mental health. Pastoral Team regularly update whole staff via email and links to support. SENDCo to identify appropriate CPD for new and identified staff members (either BDA level 2 or 3 or ELKLAN courses.	SLT and SENDCo	On-going Autumn 2025	Educare introduced Sept 2020. Replaced with National College 2022/23 using Educare
Dyscalculia course and training Further BDA training. Additional Champions	Peer class observations for teachers.	HoLS		On-going with new staff as appropriate and updated with existing staff.