

# Accessibility Plan Version 2.5

ISI Regulatory Policy

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Reviewed by Foundation Executive Committee – November 2024

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Delegated Authority Level – Education Committee

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## Accessibility Plan

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## **Accessibility Plan**

### **1. Ethos and Aims**

In line with our Ethos, we value all members of our community and therefore strive to ensure there are no barriers to participation for any pupils, parents and staff.

We strive to be a fully inclusive and welcoming Foundation. We regularly review and take steps to improve the physical environment of the schools in order to accommodate those who study here; and to increase the extent to which disabled pupils are able to take advantage of the education and associated services offered by the schools.

We value the diversity of our school community and appreciate the contribution that pupils with special educational needs and/or disabilities (SEND) can bring to school life. The Foundation aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils, and we strive to ensure that each and every pupil can access the whole school curriculum.

We have an admissions policy for each school in the Foundation and criteria which seek to remove barriers to entry for our schools for pupils with SEND. We aim to provide information to pupils with hidden and visible disabilities in ways that are user-friendly and fully support the pupils in their learning experiences. Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by pupils with SEND are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of SEND and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of SEND are portrayed in teaching materials. We aim to use forms of communication that are accessible to all pupils and adopt these to meet individual needs.

School- and child-specific plans, such as Education, Health and Care Plans, Personalised Learning Plans and Risk Assessments are held within each school, reviewed regularly and shared with staff as appropriate. Please also see children's individual support plans.

### **2. Pupil context**

#### **2.1 Crackley Hall**

Crackley Hall has a small number of pupils with an Education, Health and Care Plan and a number who have SEN Support. Some of these pupils benefit from Learning Support Assistant (LSA) intervention. We have some pupils who have English as a second or third language (EAL). Pupils with Individual Education Plans (PLPs) are monitored to assess progress relating to their own individual targets.

Crackley Hall has some pupils with medical, physical or sensory disabilities. All our pupils are fully integrated into school life and participate in the whole curriculum, including extra-curricular activities (such as trips, sport, music).

#### **2.2 Crescent School**

Crescent School has two pupils with an Education, Health and Care Plan. A number of pupils have SEN Support. Pupils with Individual Education Plans (PLPs) are monitored to assess progress relating to their own individual targets.

Crescent School has a number of pupils with identified additional needs. These include Dyslexia, Dyspraxia, Dyscalculia, Dysgraphia, ASD, medical concerns, speech and language, hearing, sight or social and emotional difficulties. All our pupils are fully integrated into school life and participate in the whole curriculum, including co-curricular activities (such as trips, sport, swimming and music).

### **2.3 Princethorpe College**

Princethorpe College has a small number of pupils with Education, Health and Care Plans (EHCP)

Princethorpe College has pupils with identified additional needs some of whom are likely to be classed as disabled under the terms of the Equality Act 2010 as having *severe and persistent* additional needs. This includes all the four categories of need:

- cognition and learning needs;
- physical/medical/sensory, including hearing impairment and mobility disability.
- social/emotional mental health difficulties;
- communication/interaction.

Pupils' SEND information is regularly assessed, reviewed and updated. Colleagues are informed through the SEND Register, and via ISAMS, where PLPs can be viewed

All our pupils are fully integrated into school life and participate in the whole curriculum including co-curricular activities (such as school trips). Reasonable adjustments are made to accommodate needs.

### **2.4 Foundation**

The Foundation takes a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the foundation's Equal Opportunities Policy for staff in the day-to-day management of the Foundation. We have staff with additional needs and these staff are provided with the necessary support for their roles.

Each school in the Foundation has an Accessibility Plan review committee. Each committee may co-opt additional members whose expertise in any field would be of assistance.

The membership of each committee includes:

- Princethorpe College: Head, Deputy Head (Pastoral), SENDCO, Senior Matron and Foundation Head of Facilities;
- Crackley Hall: Head, SENDCO and Foundation Head of Facilities;
- Crescent School: Head, SENDCO, Foundation Head of Facilities.

The terms of reference for the committees are:

- i) to review their particular school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled;
- ii) to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils as well as for staff, parents and visitors with disabilities by means of reasonable adjustments and by planning for the future;
- iii) to prepare their particular school's SEND policy;

- iv) to prepare their particular school's accessibility action plan;
- v) to review such plans and policies as necessary and at least on an annual basis.

We will regularly monitor the success of the plan, and it will also be reviewed annually by the governing body and the school's disability policy review committee (as above).

### 3. Action Plans

The following has been carefully considered by each school's disability policy review committees and is regularly monitored:

- Admissions
- Attainment
- Attendance
- Behaviour management
- Curriculum
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Safeguarding
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The register of additional needs informing the actions below relate to the following ISI Regulatory Standards on special educational needs and disability:

<b>Equality Act 2010, Schedule 10</b>	<b>Description</b>
Schedule 10 3.2 (a)	Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the school's curriculum;
3.2 (b)	Improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.
3.2 (c)	Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled

### 3.1 Crackley Hall

#### Crackley Hall Action Plan

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
Ensure that pupils' reading materials include appropriate images and publications that include people with disabilities	10 3.2a/c	Survey library and reading schemes. If appropriate, buy supplementary volumes.	SENCo	On-going update of resources	Reading schemes and library books conveying a positive image of disabilities.	On-going
Ensure that curriculum includes disability issues and promotion of disability equality	10 3.2a/c	Survey PSHE Scheme of Work and amend as necessary.	EDI Lead		PSHE curriculum covering disability issues in all year groups.	April 2025 and On-going
Ensure that teachers are fully aware of their responsibilities under the DDA and SENDA	10 3.2a/c	INSET training	SENCo		All teachers fully supporting inclusion	On-going training and updates
Ensure that teaching staff are trained in the use of assistive technology such as Immersive Reader, Clicker 5 and Widget Online.	10 3.2a/c	INSET training	Product suppliers		Teachers using these products easily to differentiate lessons for individual pupils	September 2024 and on-going Training
Improve access to school website for visually impaired and/or poor readers	10 3.2 c	ICT team to amend website.	Website manager		Website offering facility of text to voice, altered background/text colours, enlarged text etc.	January 2025 AC to confirm this date – does it need to be moved back?)

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
To raise awareness of the nature of disability and knowledge of the range of disabilities at Crackley Hall School.	10 3.2a/c	Keep pupil profiles, learning support list and PLPs updated.  Back-up Staff training for inputting data onto iSAMS. Regular staff briefings.	SENCO		Staff fully informed and iSAMS updated.	On-going  iSAMS training by January 2025  Ongoing, weekly.
To increase expertise in differentiating teaching and learning activities to accommodate a variety of learning needs and styles in an inclusive environment.	10 3.2a/c	Brief staff.  Make sure resources to support effective differentiation are put onto Teacher Shared area of system.	SENCO SLT	Learning Walks (time)	Resources regularly updated and readily available.	Ongoing

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
To take responsibility for a 'graduated response' towards enabling pupils to achieve.	10 3.2a/c	Update and use resources to promote a graduated response.  Staff training to highlight pupil needs.  Staff to regularly review assessment data to inform strategy for interventions, as required	SENCO /SLT		Graduated response embedded into classroom practice.  Evidence of pupil progress related to their PLPs.  All pupils able to access curriculum to best of ability	On-going    On-going
To identify and make reasonable adjustments to remove barriers to learning.	10 3.2a/c	Hand out 'Reasonable adjustments in the classroom: a checklist' produced by the EHRC.  Staff training.  Draw up PLPs to identify all barriers (physical and learning) and how they will manage to improve outcomes.	SENCO	Time to talk to each member of staff to discuss the needs in their class.	Improvement of levels and progress    All pupils able to access curriculum to best of ability	On-going    On-going

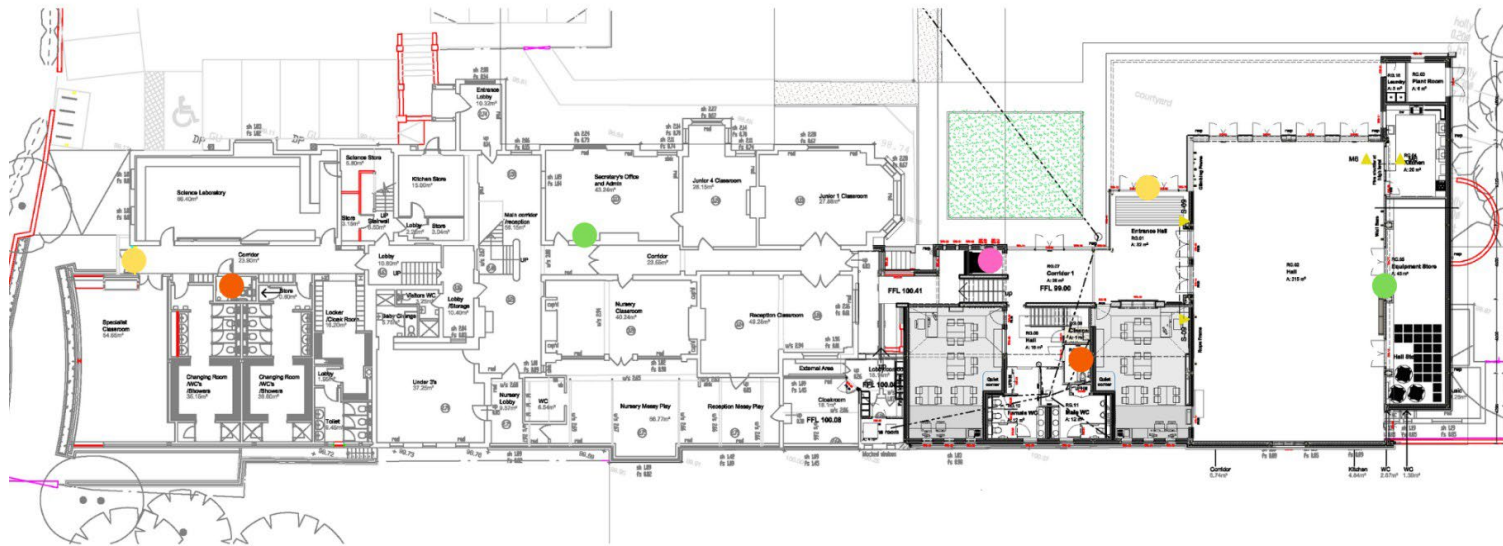
## Crackley Hall Premises Action Plan

DAA Ref.	Issue	Proposed solution.	Estimated cost	Proposed date	Owner
<b>External</b>					
2.2/ 2.3/ 2.6	Review disabled parking spaces in the carpark	Review disabled parking spaces in the carpark		Completed	RH/ER
3.1/ 3.2/ 3.4	Lack of disabled access into reception	Design scheme, agree budget.		LT	RH
4	If in a wheelchair – disabled access is not clear, does not display clear route to get into the building.	Obtain and fit appropriate signage		Completed	RH
5.6	No induction loop to assist those hard of hearing.	Estimate obtained	£538.80	2024-25	RH

DAA Ref.	Issue	Proposed solution.	Estimated cost	Proposed date	Owner
<b>Internal</b>					
7.7	Doors exceed 10N recommendation.	Adjust or if necessary, replace door closers and/or hinges to make the fire doors easier to open. This work could be undertaken in house.		MT	RH
8.1	Parts of the school are inaccessible in a wheelchair	The school is currently unsuitable for wheelchairs. It would require significant expenditure, planning permission and Architectural designing to make it fully accessible. Senior management/Trustees' approval will be required.		LT	RH
9.1	Lift does not enable people to get to all levels of the building.	As stated in 8.1		LT	RH
12.6	Abbotsford corridor carpet very busy	Look into other options and steer away from busy carpets in future developments		LT	RH
	Ensure all classroom doors can be locked in the event of an intruder or intruder alarm.	Install locks on the doors required.	Nominal	January 2025	RH/SY
<b>Alarms</b>					

# Crackley Hall Accessibility Map

- LIFT
- ACCESSIBLE TOILET
- ACCESSIBLE ENTRANCE BY WHEELCHAIR
- RAMP
- VISUAL ALARM
- REFUGE POINT
- ACCESSIBLE PARKING



### 3.2 Crescent School

#### Crescent School Action Plan

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
To raise awareness of the nature of disability and knowledge of the range of disabilities at Crescent School.	10 3.2a/c	<p>Keep pupil profiles and PLPs updated. Data entered onto individual pupils PPR's (Pupil Progress Reports) Input SEN data onto iSAMS (as PC).</p> <p>Staff training for inputting data onto iSAMS.</p> <p>Regular staff briefings.</p>	SENCo		Staff fully informed and iSAMS updated.	On-going
To increase expertise in differentiating teaching and learning activities to accommodate a variety of learning needs and styles in an inclusive environment.	10 3.2a/c	<p>98a/b, Brief staff. Permanent agenda item at all staff meetings Weekly updates from SENCo</p> <p>Regular training and discussions at INSET and staff meetings</p>	SENCo		<p>Resources regularly updated and readily available.</p> <p>Monitoring of differentiation in delivery across school</p>	<p>On-going training</p> <p>Learning walks by SENCO</p>

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
To take responsibility for a 'graduated response' towards enabling pupils to achieve.	10 3.2a/c	<p>Update and use resources to promote a graduated response.</p> <p>Ongoing staff training to highlight pupils needs.</p> <p>PLP PLPs (Personal Learning Plans) should reflect changes in needs of each individual as they progress through the school</p>	SENCo /SLT		<p>Graduated response embedded into classroom practice.</p> <p>Evidence of pupil progress related to their PLPs</p>	On-going training
To identify and make reasonable adjustments to remove barriers to learning.	10 3.2a/c	<p>Information accessed and updated on shared area staff sent link when there are changes.</p> <p>Staff training.</p> <p>Draw up action plans – PLPPLPs – to identify all barriers (physical and learning) and how they will be managed to improve outcomes</p> <p>PEEP (evacuation plan) in place to ensure all disabilities can vacate in emergency the</p>	SENCo	For example, coloured paper and screen filters	Improvement of levels and progress	On-going

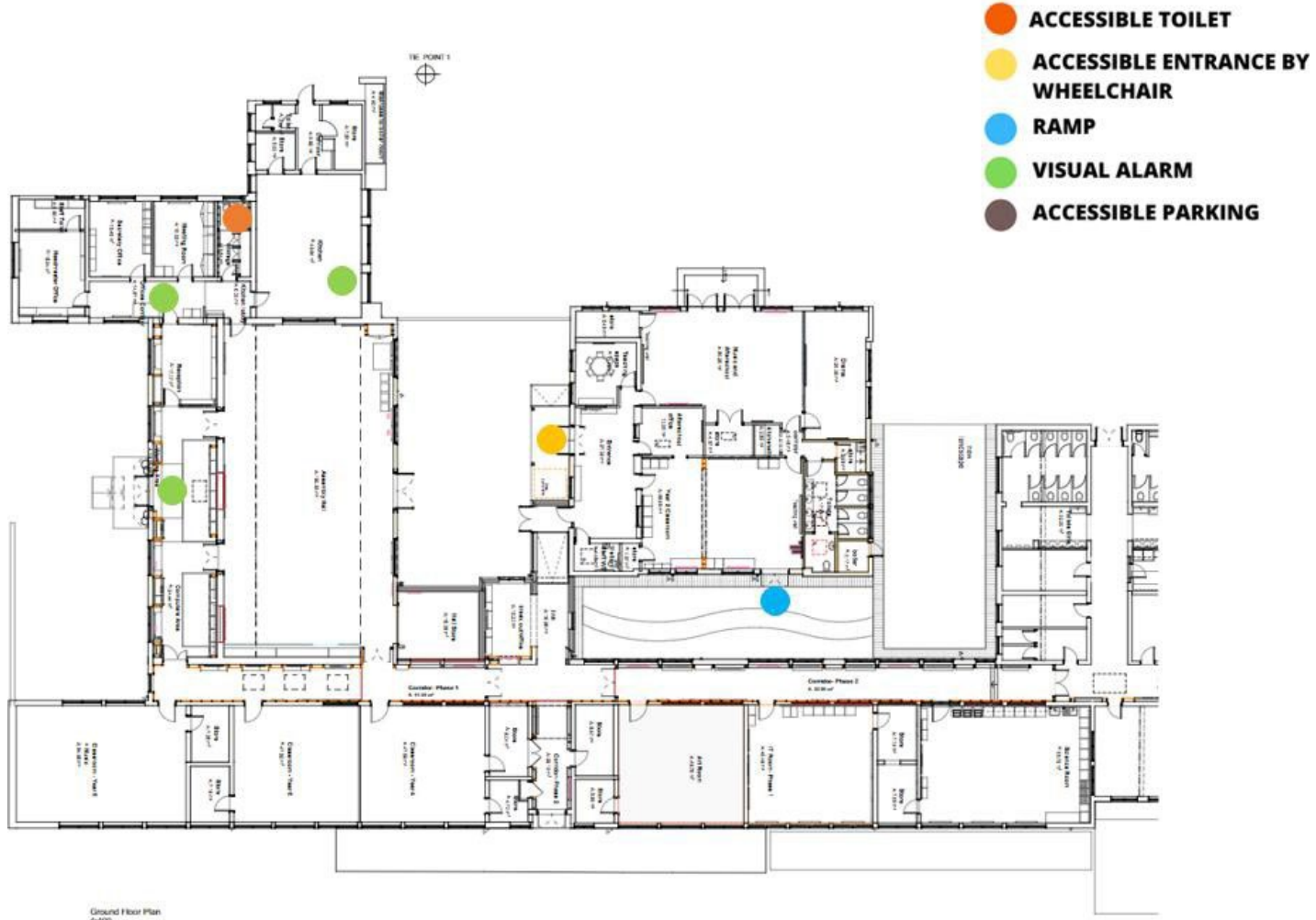
		needs of the children change eg, start using crutches Ramp in place from main corridor allowing access to playground  Two disabled access toilets in place at either end of the school				
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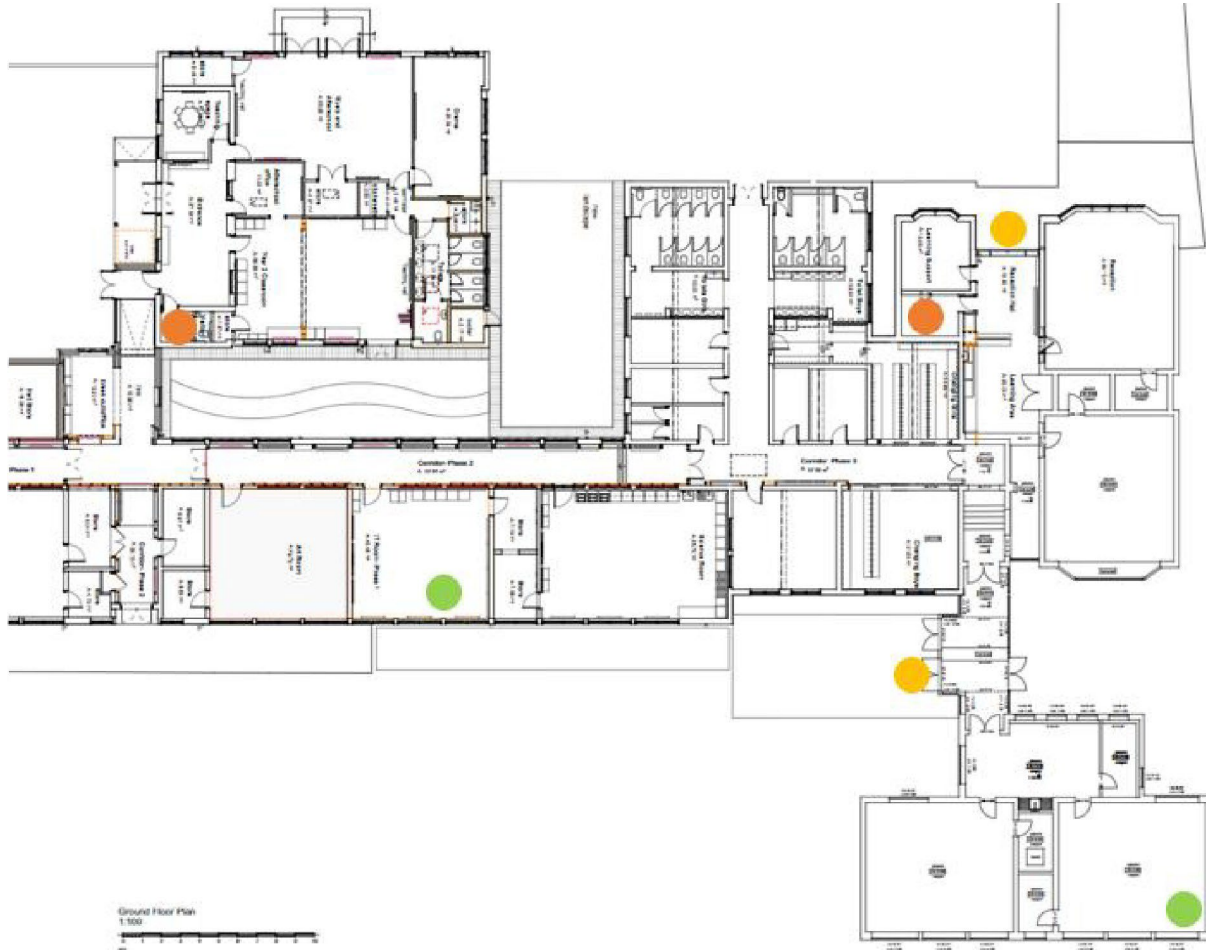
Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
To promote positive attitudes to disability	10 3.2a/c	Through delivery of PSHE curriculum 'Celebrating Differences' and the pastoral care throughout the school. Promoting positive role models  Reading resources with positive storylines about disabled people	All Staff		Children to receive visits and assemblies to raise awareness  Children display positive attitudes towards disability and learning difficulties	On-going
To provide all the children in the Early Years with a sight/hearing test to enable early identification of issues.	10 3.2a/c	Contact LA to arrange.	SENCo /		Sight/hearing problems would be identified so that relevant help can be sought.	Annual
To review programme of educational visits to ensure that the trips offered can be made accessible to disabled pupils	10 3.2a/c	As required look at transport, accessibility, location of the trip etc and ascertain if reasonable adjustments could be made for pupils with a disability, to enable them to attend. If not, other options should be explored.	Sarah Webb EVC & SENCo		All pupils to have access to a wider range of trips and visits.	Ongoing
Disabled parking required allowing easy access to school	10 3.2c	Car park layout includes disabled space	Bursar/ Headmaster		Disabled space at the front of school clearly visible and accessible	Ongoing

### Crescent School Premises Action Plan

DAA Ref.	Issue	Proposed solution.	Estimated cost	Proposed date	Owner
<b>External</b>					
2.2/ .3/ .5/ .6	Disabled parking space not compliant	Check main carpark for alternative location. Once established get the lines marked.		MT	RH/MS/SY
3.1/4	Do not have ramp for second set of steps into reception.	3.1/ .4 Purchase the appropriate ramp.		Completed	RH
3.7	No handrails on front entrance step	Add handrails on front entrance step		MT	RH
4.7	All doors heavier than 20 Newtons	Adjust/replace door closers/hinges to correct.		LT	RH
DAA Ref.	Issue	Proposed solution.	Estimated cost	Proposed date	Owner
<b>Internal</b>					
7.7	Doors more than 10N	Adjust or replace door closers or hinges.		MT	RH
<b>W/C</b>					
11.1	Both disabled toilets are not the correct dimensions	The staff toilet is not a disabled toilet. Check that the one in the Mortimer suite matches the Doc M regulations		ST	RH
11.5	Remove storage from the Mortimer toilet	Clear the toilet of all storage items. Use OFS system		Completed	MS

# Crescent School Accessibility Map





- ACCESSIBLE TOILET
- ACCESSIBLE ENTRANCE
- WHEELCHAIR
- RAMP
- VISUAL ALARM
- ACCESSIBLE PARKING

### 3.3 Princethorpe College

#### Princethorpe College Action Plan

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
Raising awareness and understanding of the nature and range of disabilities at Princethorpe for staff & parents	10 3.2a/c	Updating pupil profiles in iSAMS for previous cohorts Inputting data & updating info on iSAMS  Teams and MySchoolPortal area: register of students with needs, register of access arrangements, SEND information INSET	SENDCO	Time including Induction, CPD and INSET	Updated pupil profiles on ISAMS  Raised awareness through CPD  Parent update (Isams messaging) & emails home to parents  INSET provision for staff	On-going and annually
Increasing expertise in delivering adaptive teaching and learning activities to accommodate a variety of learning needs and styles in an inclusive environment	10 3.2a/c	Strategies on iSAMS  Strategies for target pupils in their Personalised Learning Profiles	SENDCO and Assistant Head (Teaching and Learning)	Time including CPD and INSET	Greater awareness of ISAMS info by staff Staff have PLPs for target (red) pupils  Increase use of PC Data tracker and class profiles	On-going & annually
Promoting positive language use in relation to disability	10 3.2a/c	Information to all staff emphasising the importance of positive language  SEND Policy	SENDCO and LS team	Time including CPD and INSET	Increased awareness of language in the classroom, with pupils and parents and in SOW	On-going – repeat each new intake of academic staff & at new academic year.

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
Engendering high expectations for pupils with additional needs	10 3.2a/c	<p>Use baseline data and PowerBi report analysis data to track achievement of pupils with learning needs.</p> <p>Standardised assessment scores and VA outcomes shared with staff. Monitor staff expectations via Princethorpe Performance Review and appraisal</p>	<p>All staff</p> <p>Deputy Head (Academic)</p> <p>SENCO</p>	Time	<p>Baseline data using Performance review and appraisal; department reviews reviewed and in SEND files.</p> <p>Baseline data referred to in PLPs and planning.</p>	On-going
Taking responsibility for a 'graduated response' towards enabling pupils to achieve by providing 'reasonable adjustments.	10 3.2a/c	<p>Updating and using facilities and resources to promote a graduated response</p> <p>Familiarisation by teachers with pupils' needs through information and CPD</p> <p>Extension of staff understanding of pupils' needs through iSAMs, class profiles, and PLPs</p>	<p>SENDCO</p> <p>All staff</p>	<p>Time</p> <p>Costs</p>	Increased staff understanding of degree and extent of pupils' need	annually

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
Enabling and facilitating learning	10 3.2c	Text to speech and speech to text software  Review use of readable fonts and colours  BYOD policy introduced  Partnership with families to ensure software use at home	SENDCO, SENCO, ANC, Deputy Head (Academic) Examinations Officer	Time Cost	Improved access to text	BYOD from September 2020
Identifying and making 'reasonable adjustments' to 'remove barriers' to learning'	10 3.2a/c	Sharing good practice at HOD meetings  Regular agenda item at HOD meetings  Regular agenda item at extended department meetings  Pairing of less experienced and more experienced staff	All Matron; Exam secretary ELS Deputy Head (Academic) HODs  All SENDCO HODs	Time	Increased staff awareness and expertise  Raised awareness	On-going

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
Challenging discriminatory language	10 3.2a/c	Review of redrafted policies to audit language. Unconscious bias training	ELS All, SENDCO	Time	Removal of all discriminatory language from policies and SOW  CPD for staff on use of language	On-going
Arranging specific appropriate interventions that aim to minimise impact on the balance of the curriculum	10 3.2a/c	Increased specialist staff with varied experience and qualifications.  Options in the timetable to provide tailored support for certain students with significant needs	Deputy Head (Academic) SENDCO	Time	Reduced impact on subject curriculum time	Reviewed annually

## Princethorpe College Premises Action Plan

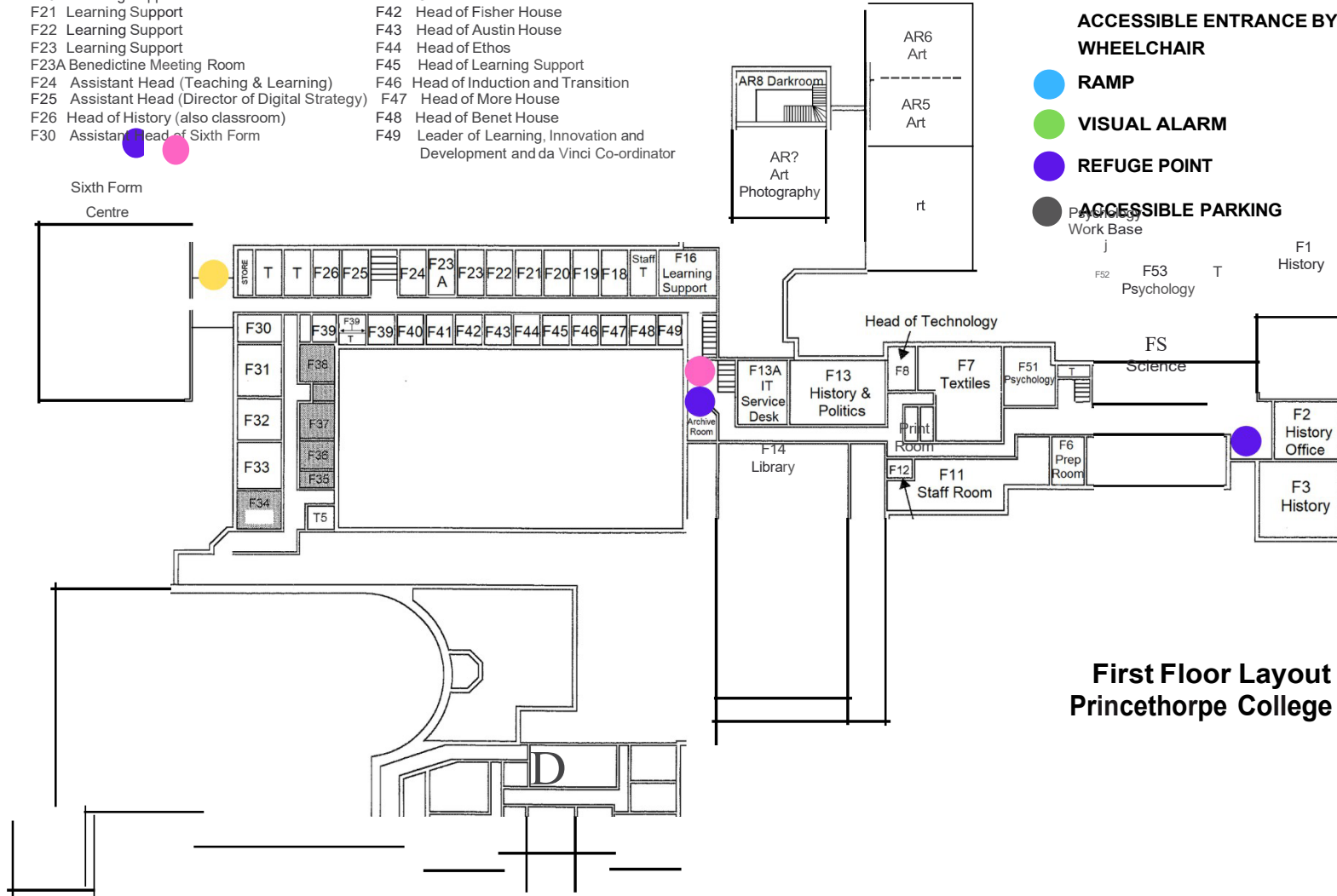
DAA Ref.	Issue	Proposed solution.	Estimated cost	Proposed date	Owner
1.2	No drop kerb on zebra crossing across playground	As suggested by our architects, raise the speed hump to make it level with the kerbs and add tactile paving either side. Get contractor to quote Redesign zebra crossing to be more suitable.	TBC	MT	RH
<b>Parking Spaces</b>					
2.1	Lack of signage for disabled parking space	Purchase and fit signs.		ST	RH
<b>External Entrances</b>					
3.2/4.5	Student Hub door not suitable for wheelchair users – ramp not wide enough – is only 1200mm needs to be 1500mm	Ramp needs to be rebuilt to meet regulations. Entrance to the Hub needs an automatic door that can be operated from the ramp		LT	RH
3.3/3.7	No handrail at Student Hub or FOH near steps or ramp	Get the fabricator to quote.to coincide with new ramp		MT	
4.7	All external doors are heavier than 20 Newtons	Adjust/replace door closers/hinges in house		MT	
DAA Ref.	Issue	Proposed solution.	Estimated cost	Proposed date	Owner
4.8/13.6	Student Hub – door release too high	Get quotes for a dual system to replace current one		Completed	MS
5.6	No Induction hearing loop	Quote obtained for the installation. Look into installing hearing loops in large spaces	£538.80	LT	RH

<b>Internal</b>					
7.7	Almost all internal doors are more than 10 Newtons	Adjust/replace door closers/hinges.		MT	RH
8.7	No visual warnings at the top of each flight of stairs	The stair nosing's should be appropriate to signify the change of direction. Check that they are all to regulations		MT	RH
<b>W/C</b>					
10.3	Student Hub WC door is difficult to open, need to use two hands	Adjust door closer		Completed	RH
11.6	Need horizontal bar in Limes, Sports Hall & SFC disabled W/C			MT	RH
	SFC W/C needs to be looked at width – should be 900mm but is only around 800mm	Complete toilet redesign and refurbishment required		MT	RH



- |   |  |
|---|--|
| F18 Learning Support                              | F39 Assistant Head (Academic/Academic Secretary)                             |
| F19 Learning Support Wellbeing Room               | F40 Assistant Head (Co-curricular)   |
| F20 Learning Support                              | F41 Chevalier Room   |
| F21 Learning Support                              | F42 Head of Fisher House   |
| F22 Learning Support                              | F43 Head of Austin House   |
| F23 Learning Support                              | F44 Head of Ethos  |
| F23A Benedictine Meeting Room                     | F45 Head of Learning Support   |
| F24 Assistant Head (Teaching & Learning)          | F46 Head of Induction and Transition   |
| F25 Assistant Head (Director of Digital Strategy) | F47 Head of More House   |
| F26 Head of History (also classroom)              | F48 Head of Benet House  |
| F30 Assistant Head of Sixth Form                  | F49 Leader of Learning, Innovation and Development and da Vinci Co-ordinator |

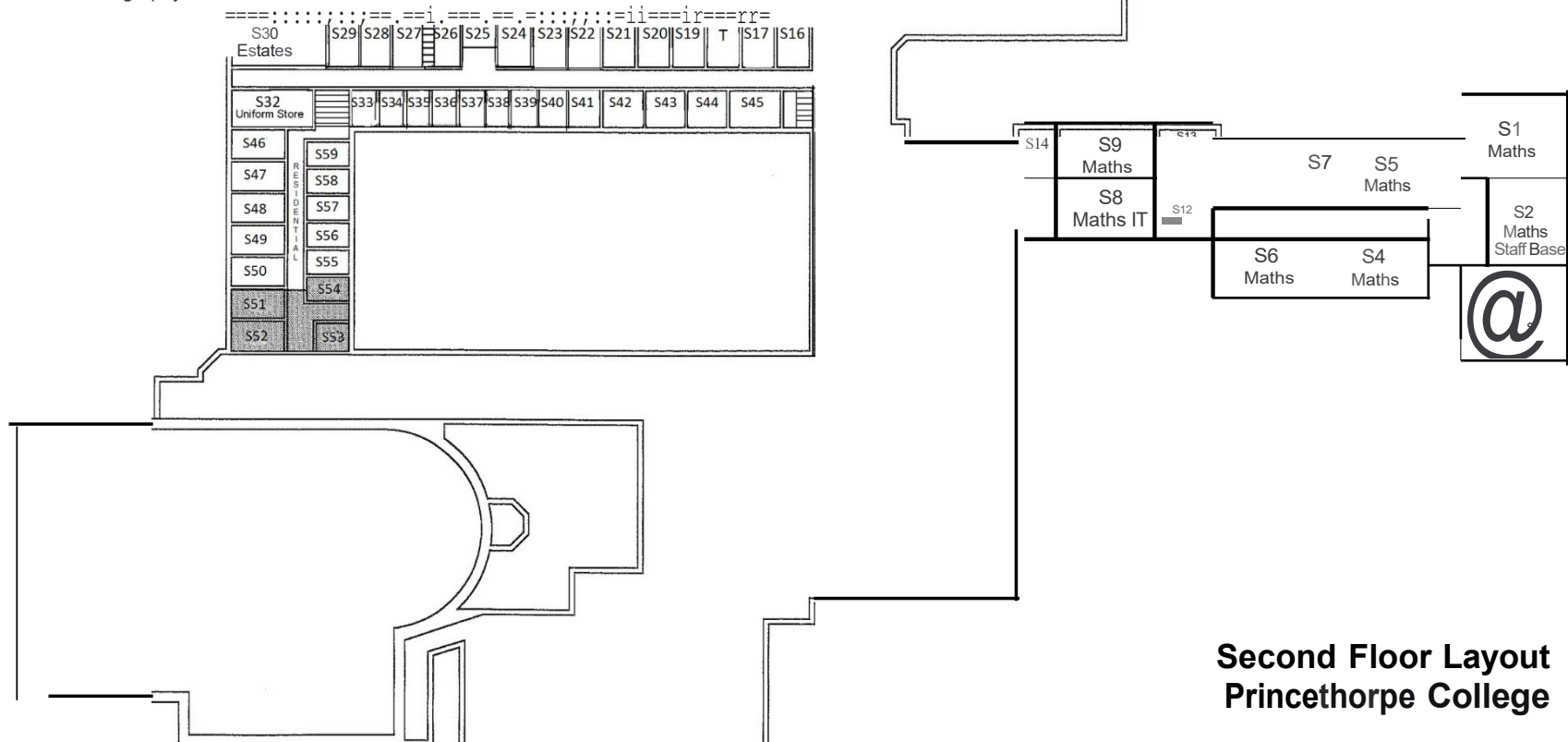
- LIFT**
-  **ACCESSIBLE TOILET**
- ACCESSIBLE ENTRANCE BY WHEELCHAIR**
-  **RAMP**
-  **VISUAL ALARM**
-  **REFUGE POINT**
-  **ACCESSIBLE PARKING**
- Physical Work Base



**First Floor Layout  
Princethorpe College**







- S14 Head of Technology
- S16 LAMDA Base
- S17 Learning Support
- S19 Sixth Form Studies
- S20 Sixth Form Studies
- S21 Music Classroom
- S22 Assistant Head (Development)
- S23 Management Account/Bursary Assistant
- S24 Bursary Assistant
- S25 Student Counsellor
- S26 Development Office
- S27 Student Counsellor
- S28 Marketing Office
- S29 Geography Base
- S33 Kitchen
- S34 Archivist
- S35 Development Director
- S36 Finance Manager
- S37 Special Projects Manager
- S38 Examinations Officer
- S39 Curriculum Co-ordinator
- S40 DoE Office
- S41 Foundation Data Manager
- S42 Music Store
- S43 Sixth Form Studies
- S44 Sixth Form Studies
- S45 Sixth Form Studies

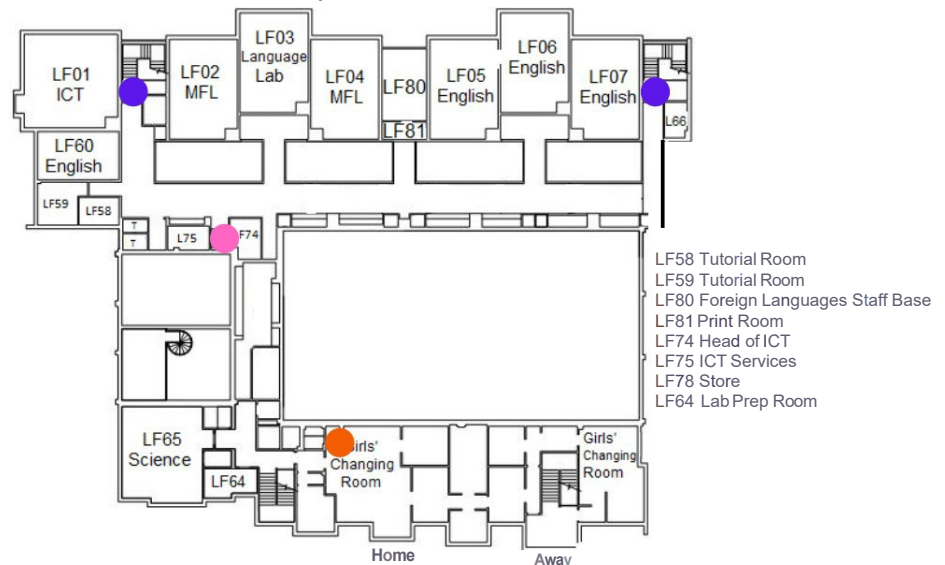
- LIFT
- ACCESSIBLE TOILET
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**Second Floor Layout  
Princethorpe College**



- LIFT**
-  **ACCESSIBLE TOILET**
  -  **ACCESSIBLE ENTRANCE BY WHEELCHAIR**
  -  **RAMP**
  -  **VISUAL ALARM**
  -  **REFUGE POINT**
  -  **ACCESSIBLE PARKING**



**The Limes First Floor Layout**  
Princethorpe College

