



Accessibility Policy (incorporating three-year Accessibility Plan)

Including all of the Pre-Prep Department and Early Years Foundation Stage

SM

Updated September 2025

Review and Amendment Record

Date	Person Conducting the Review	Changes Made
September 2019	SM	New policy.
September 2020	SM	Review for the 2020-21 academic year with regard to COVID-19 regulations regarding the recommencement of in-person learning support lessons.
September 2021	SM	Review for the 2021-22 academic year with regard to COVID-19 regulations specifically the removal of the requirement to operate in year group 'bubbles'.
September 2022	SM	Timescale dates changed for medium and long-term plans.
September 2023	SM	2023 – 2026 New Policy.
September 2024	SM	Updated with progress.
September 2025	SM	Updated with progress.

Aims

- 1.1. Under the Equality Act 2010, schools should have an Accessibility Plan as one of their school policies. Under the Act, “schools cannot unlawfully discriminate against pupils, parents and staff because of sex, race, disability, religion or belief and sexual orientation”. The Accessibility Plan is constructed through consultation between the school’s Headmaster, Operations Director, Deputy Headmaster, Deputy Head (Pastoral) and SENCo and is subject to the approval of governors.

1.2. The purpose of the Accessibility Plan is to:

- Increase the extent to which disabled pupils can participate in the school's curriculum,
- Improve the school's physical environment 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, and
- Improve the delivery of information to disabled pupils which is readily accessible to pupils who are not disabled pupils

1.3. At Summer Fields, we aim to include all children in all aspects of school life. We aim to ensure equality of provision and treatment for all children and staff regardless of race, class, ethnic/cultural background or creed. We recognise that each child has an entitlement to personal, social and intellectual development and aim to create an environment in which staff and parents work together so that each boy may be helped to reach his potential.

1.4. We accept that each child is unique with individual talents, interests and needs that must be recognised and respected as being of equal worth by all within the school community.

1.5. We have a number of boys with medical disabilities or specific difficulties. These include ASD, ADHD, dyspraxia, hearing and visual impairments and diabetes. There are currently no pupils in the school with an EHCP. All our pupils are fully integrated into school life and participate in the whole curriculum.

1.6. The Accessibility Plan detailed within this policy outline both our current position and aspirations to increase access to education for disabled pupils in the areas required by the planning duties in the Disability Discrimination Act.

1.7. The Accessibility Plan detailed in this policy supports, and should be read alongside, the school's SEND and Learning Support Policy, Safeguarding, Health and Safety and Admissions Policy. It identifies the physical evidence of the commitment of the Governing Board, senior management and staff of Summer Fields to the principal aims of the Equality Act 2010.

1.8. The Accessibility Plan detailed in this policy is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

2. Legislation and guidance

2.1. This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department of Education (DfE) guidance for schools on the Equality Act 2010.

- 2.2. The Equality Act defines an individual as disabled if he/she has a physical or mental impairment that has a “substantial” and “long-term” adverse effect on his / her ability to undertake normal day to day activities.
- 2.3. Under the Special Educational Needs (SEND) Code of Practice, “long-term” is defined as “a year or more” and “substantial” is defined as “more than minor or trivial”. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- 2.4. Schools are required to make “reasonable adjustments” for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include for example, the provision of an auxiliary aid or adjustments to premises.

3. Links with other policies

- 3.1. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents: ➤ Admissions Policy
 - Curriculum Policy
 - Medical Care Policy
 - Staff Training and Development policy
 - Exam Access Arrangements policy
 - Special Educational Needs policy
 - Equality and Diversity policy
 - Training and Development plan
 - Risk Assessment policy
 - Health and Safety policy

Increase access to the curriculum for pupils with a disability

	Targets	Actions	Timescale	Responsibility	Outcomes	
Short term	Gather information regarding pupils with specifically identified learning needs prior to arrival at the school. To ensure school reports and specialist Assessments are shared prior to enrolment.	The Head of Learning Support will be asked by the admissions team to provide advice and talk to the prospective parents as required. Continue to maintain up to date information about the number of boys with disabilities anticipated to be attending in the future. Provision is in place prior to arrival.	Immediate and ongoing.	Registrar, Head of Pre-prep, year 3 class teacher, SENCo,	Parental feedback confirming or indicating that their child's needs are being met and appropriate provision is in place.	Evidence on record of correspondence with parents arranging for support prior to enrolment and discussions around provision required. Parental questionnaire sent to parents over LL summer term 2025. Responses indicate parents feel their child's needs are being met. Meeting held each year towards the end of the summer term with Head of Pre-prep to discuss boys with EAL & SEN moving up in Sept. Head of Learning Support contacting parents to arrange provision. Meetings arranged with parents of new boys to the school before end of term.

<p>Medium term</p>	<p>Strive to ensure the curriculum is fully accessible to pupils with any type of difficulty or disability.</p>	<p>Consider alternative communication systems, the way in which information is presented to pupils and ways in which pupils can communicate their ideas.</p> <p>Develop resource banks with ideas and approaches which support increased participation in the curriculum.</p> <p>Lesson observations and pupil surveys to show examples of good practice in class</p>	<p>Immediate and ongoing.</p> <p>January 2023 for resource banks.</p> <p>Lesson observations during Michaelmas term.</p>	<p>SENCo, Heads of Department and subject teachers.</p>	<p>Curriculum is fully accessible for all pupils.</p>	<p>The recommendations made in class require staff to present information both orally and visually. Boys are encouraged to use multisensory methods where appropriate. Practical on hands opportunities are used where possible and interactive technology. Lesson observations demonstrate good practice. Scribes, voice to text, computer readers, readers and laptops are used. Differentiated work sheets with 'fill the gaps' are provided.</p> <p>SEN friendly classroom lesson observation records are in place to ensure good practice.</p> <p>Pupil questionnaire for all boys receiving LS completed in the Summer term 2025.</p>
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<p>Long term</p>	<p>Raising the awareness of all staff to the issue of disability discrimination so there is a universal ethos of commitment to ensure that the specific needs of all students are met. All staff to understand what constitutes a disability and how to plan for SEN in lessons, sporting activities, clubs and school trips, thereby increasing the participation of disabled students.</p>	<p>Staff inset training.</p>	<p>At least annually</p>	<p>SENCo,</p>	<p>Staff questionnaire.</p>	<p>Whole school INSETs on Executive Functioning, The Curious Case of ADHD and ASD and Zones or Regulation and</p> <p>Inset on developing children's number sense and additive reasoning attended by all staff, TAs and LS staff (Reception to Year 3).</p> <p>Inset on developing children's learning linked fractions, decimals, percentages and algebra attended by Gappers, Maths teaching staff and LS teachers (Years 4-8).</p> <p>Dyslexia inset held in Sept 2025 and ASD arranged for 6th Jan 2026.</p>
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Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided. As the school is located in an old building and with many multi-story levels without lifts, the site is physically inaccessible for a wheelchair user.

	Targets	Actions	Timescale	Responsibility	Success Criteria	
Short term	Physical aids to access education including ICT, seating and writing equipment	Provide laptops and ICT equipment, stress balls and writing slopes to enable personalised learning for SEN pupils.	Immediate and ongoing.	ICT Manager, SENCo.	Inventory of equipment correlated with SEN.	All in place and in use.
	To improve the provision for pupils with sensory, SEMH, ASC and ADHD.	Installation/creation of a quiet and safe space for pupils with SEMH, ADHD, ASD and sensory processing needs. Use of fidget toys and time out option. Active area provided for Wii use (ADHD).	Immediate and ongoing.	SENCo, Occupational Therapist, tutors.	Areas available.	No longer in place due to the employment of a 5 th LS teacher – room n use. Support for need raised in Pastoral Care meeting - CWL investigating other locations near to the LS department. All in place and in use. All in place and in use.

	Access to the library.	Ensure all relevant material is available on the ground floor.	Immediate.	Operations Director.	Library access.	Checked and all information is available.
Medium term	Appropriate signage/décor/classroom displays to ensure they are not confusing / disorientating for pupils with visual impairment, epilepsy, dyslexia, ADHD and ASD.	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment. Classroom audit and pupil surveys.	Immediate and ongoing. January 2022 for pupil surveys and audit.	All teaching staff.	Information displayed is clear and the room is not confusing.	Audit of classroom displays carried out. Pupil surveys for pupils with visual impairments, dyslexia, ADHD and ASD created for completion before the end of term. Surveys completed again in September 2024.
Long term	Audit of effectiveness of blinds in classrooms (visual impairment/ visual processing difficulties/ ADHD).	Incorporate into refurbishment of classrooms.	April 2022.	SENCo	Blinds being effectively used.	Audit of blinds in the classroom complete – all rooms fitted with blinds and in use.

<p>Acoustics – investigate steps to reduce background noise including room acoustics and noisy equipment as distressing for hearing impaired and sensory focus reasons.</p>	<p>Incorporate into refurbishment of classrooms.</p>	<p>April 2022.</p>	<p>SENCo</p>	<p>Reduction / removal of background noise.</p>	<p>Audit of acoustics now completed. Some noise from the leaf blowers but staff appreciate this is early in the morning / form time and lessons aren't impacted. Some noise from the Pre-prep boys travelling across the playing fields and into Bolton during period 6 which has been rectified.</p>
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Improve the delivery of accessible information to pupils with a disability

	Targets	Actions	Timescale	Responsibility	Success Criteria	
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<p>Short term</p>	<p>Ensure information is disseminated in alternative formats. i.e. providing information orally, colour coded timetables, large print on notice boards.</p>	<p>Ensure boys know where to check information given orally in assemblies and form time. Form takers to display key information on the board during tutor time as well as giving orally. Colour coded timetables to be provided where necessary.</p>	<p>Immediate and ongoing.</p>	<p>SENCo, Learning Support teachers, form takers, tutors.</p>	<p>Mock inspection will find evidence of good practice. Boys' questionnaire</p>	<p>All boys on the SEN register have completed a questionnaire on 'Where key information is displayed and dissimilated'. For good practice this was also completed by each form as a group exercise. Year 4 boys had a treasure hunt on their 1st day in school and subsequent tours with their form takers. New boys in older years have a Substance who shadows them for the first couple of weeks until they know their way around. Information given orally in assembly, PSHE and form time. Colour coded timetables are used throughout the school and simplified ones made by the LS department for specific boys where necessary. (i.e. ASD friendly or simplified). Boys' questionnaire indicated that information is clearly available on notice boards and they know where to find it. Form surveys from years 4 – 7 completed in September 2024.</p>
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<p>Medium term</p>	<p>To make staff aware of the range of disabilities that may limit access to the curriculum and strategies to support these boys.</p>	<p>Continue to develop methods of providing all staff with relevant information ensuring accurate and helpful material gets to the right people. Electronically by email, verbally at staff meetings and visually on displays on the SEN notice board.</p> <p>Lesson observations and staff surveys to show differentiation is in place.</p>	<p>Immediate and ongoing.</p> <p>Lesson observations during Michaelmas term.</p> <p>January 2023 for pupil surveys and audit.</p>	<p>SENCo in addition to specialist advice and support in those cases that lie beyond the school's immediate expertise.</p>	<p>Staff questionnaire</p>	<p>Staff questionnaire in planning stage. Delayed due to move from the Academic Drive to Teams</p> <p>Lesson observations show differentiation is in place.</p>
<p>Long term</p>	<p>Enhance differentiation provision.</p>	<p>Use of buff white board screens, enlarged print in handouts, screen magnifier software for the visually impaired, adapted charts / maps for colour blind boys. Lesson observations and pupil surveys to show differentiation is in evidence.</p>	<p>Immediate and ongoing.</p> <p>Lesson observations during Michaelmas term.</p> <p>January 2023 for pupil surveys.</p>	<p>Subject teachers, form takers, SENCo, Learning Support teachers.</p>	<p>Mock inspection will find evidence of good practice.</p>	<p>Pupil questionnaire completed Summer 2025.</p> <p>Lesson observations show differentiation is in place.</p> <p>ISA inspection showed evidence of good practice.</p>