



Accessibility Policy (incorporating three-year Accessibility Plan)

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

SM

September 2026 - 2029

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	Updated with progress.
September 2023	SM	New Policy.
September 2024	SM	Updated with progress.
September 2025	SM	Updated with progress.
September 2026	SM	New Policy.

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 outlines 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	Tracking
Short term	Teachers and other staff to develop their knowledge of different styles of teaching and learning and to develop skills to deal with pupils with specific disabilities	Head of Learning Support to provide information for new and existing staff relating to disabilities experienced by pupils. Information to be issued to teachers via iSAMS, Teams and the SEND notice board.	Michaelmas term 2026 – ongoing.	Head of Learning Support	Staff have a greater understanding of disability issues, can identify barriers to learning and can produce lesson plans with methods of differentiation applicable.	
Medium term	To develop a range of learning resources that are accessible for pupils with different disabilities	Heads of Department to review resources in their curriculum to provide adjustments	Start of each term.	Heads of Department	Pupils with disabilities have increased access to curriculum materials	
Long term	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.	Question and Answer staff questionnaire on the VWV learning platform requiring them to use Teams and iSAMS to find SEND information on the boys.	Summer 2027	SENCo Deputy HM	Completed tasks on the VWV platform.	

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	Time-scale	Responsibility	Success Criteria	Tracking
Short term	Identification of 'Hot Spots' in the school.	Adult supervision deployed or alternative venues sought where boys struggle at difficult pinch points during the day as identified in Pastoral Care meeting and boys' PSHE questionnaires.	Michaelmas 2026	Heads of Learning Support, Pastoral Care & PSHE and Hobsons.	Reduction in altercations with the boys at key points / places during the day.	
Medium term	Access for pupils with disabilities (such as requirements for space: the provision of support bases, quiet rooms, sensory rooms/play areas, therapy rooms).	Conversion of a drama department clothes storage room to a sensory room.	Lent 2027	SENCo Burser Hobsons Occupational Therapists.	Area in use by OTs and boys requiring relaxation and de-escalation opportunities.	
	Use of manipulatives and Dyscalculia aids in the classroom.	Maths subject teachers have received training on the benefits of manipulatives in the classroom. This needs to be embedded into lessons across all year groups by all teachers.	Lent 2027	Maths teachers and Head of Learning Support.	Lesson observations showing good practice.	
Long term	Ensure that when refurbishments are undertaken actions are considered which would improve the access for people with disabilities.	Consideration as part of the works planning process.	During refurbishment works	HM, SLT, governors and bursar.	Improved accessibility for all disabled persons who use the school sites including pupils, staff,	

					parents and visitors.	
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Improve the delivery of accessible information to pupils with a disability.

	Targets	Actions	Timescale	Responsibility	Success Criteria	Tracking
Short term	Visual schedules & check-lists.	Production of simplified, colour coded / symbolic timetables for neurodiverse pupils.	Michaelmas 2026	Head of Learning Support	Pupils navigating daily tasks and routines with a prompt arrival at lessons & with their correct equipment.	
	To enable all students to access the information and increase their participation in the curriculum.	Pupil profiles for all SEND boys detailing their areas of need, strengths and strategies to support them in class.	Michaelmas 2026	Head of Learning Support	Lesson observations and effective deployment of Gappers in class.	
Medium term	Enhance differentiation provision.	Use of buff white board screens and printed handouts, uncluttered worksheets with suitable font / size.	Lent 2027	SENCo, Director of Studies and Heads of departments.	Lesson observations and pupil surveys to show differentiation is in evidence.	

Long term	Introduction of computer readers / kindles and voice to text technology into the classroom.	SM to identify the boys needing this support and ensure they are proficient users.	Summer 2027	Head of Learning Support and Director of Studies.	Lesson observations & EAA in assessments and exams.	.
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