

# Accessibility Policy

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MONITORING: **Deputy Head (Academic)**

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled pupils.

Our school aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. All pupils in school have opportunities to learn and make progress and the needs of those with a special educational need or disability are appropriately considered both in their academic performance and extra-curricular opportunities.

The plan will be made available online on the school website.

Our aim is also to ensure staff are trained in equality issues with reference to the Equality Act 2010, including understanding of disability issues.

## 2. Legislation and Guidance

This document refers to the following guidance:

- The Equality Act 2010
- Department for Education (DfE) guidance for schools on the Equality Act 2010
- Children and Families Act 2014
- The Statutory Policies for Schools (Sept 2014)
- The SEND Code of Practice (revised April 2015)
- Disability Act 1995

The Equality Act 2010 defines a disability as a 'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. Long term is defined as a 'a year or more'. Substantial is defined as being 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEND, but it is recognised that there is a significant overlap between disabled children and those with SEND.

The Equality Act 2010 sets out the legal obligations that schools have towards disabled children.

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not disadvantaged compared with their peers
- The schools are required to make reasonable adjustments and make changes to practices to ensure that as far as reasonably possible, that a disabled individual can benefit from what the school's offer to the same extent that a person without that disability can i.e., to put them on a more level footing as those without disabilities.

The Equality Act has some overlap with the definition of a 'special educational need' in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning 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 state schools) but not all pupils are disabled by their SEND and vice versa. The approach to the identification, assessment and provision of individual needs is guided by the SEND Code of Practice, 2015. The model of action is designed to help children towards independent learning and developing confidence within the classroom setting. We follow a graduated response incorporating a programme of monitoring within the classroom, additional school support which may occasionally progress to the decision to seek external professional advice and a diagnosis of a special educational need. The needs of the child are considered carefully to ensure that adaptations are made in school with consideration of their learning differences. This may affect their ability to:

- behaviour or ability to socialise, for example they struggle to make friends
- reading and writing,
- concentration and ability to understand things
- physical ability

### **3. Action Plan**

We aim to ensure that our school is a welcoming place that understands and responds to children and adults with disabilities, and we recognise the importance of a review and planning procedure associated with continuous development and improvement. There are limitations as to what we can reasonably provide.

#### 4. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils	To ensure that all pupils can achieve and that the curriculum considers special educational needs and disabilities.	Review schemes of work for all subjects to check that the work set is achievable for all pupils and that differentiation is integral to planning	TN	Termly Review of Schemes of work	All schemes of work provide evidence of differentiation in all departments
	We use resources tailored to the pupils who require support to access the curriculum	Lesson planning incorporates differentiated resources which are prepared in advance	SEND profiles to be reviewed for all pupils with SEND in December and June. The academic progress of pupils who require differentiated resources to be carefully monitored to ensure that levels are appropriate to meet their needs.	CGB	December and May reviews annually.	Differentiation allows pupils to make expected or above expected progress
	Targets are set out effectively for pupils with additional needs on a profile detailing desired outcomes on a subject per subject basis	Teachers and pupils communicate with Head of Learning Support at least twice annually to discuss support within the subject area.	Targets to be recorded on the SEND and Additional Needs profile in the Autumn and Spring Terms and shared with parents in an attempt to work in joint partnership	CGB	December and May annual SEND reviews	Good communication avenues create an environment around the child with SEND that enables progress and an increased understanding of need
	The curriculum is reviewed to ensure that it meets the needs of all pupils.	Pupils can fully participate in the activities set out on curriculum plans.	Subject heads to confirm that all activities and tasks on the schemes of work	HOD's	Termly reviews	All activities are considered with SEND and appropriate

		are accessible to all SEND pupils			differentiation or flexible options are made available where necessary. Identified pupils requiring additional adult support either in a 1:1, small group provision can access the curriculum
Deployment of additional adults so that there is a consideration of pupils with disabilities who benefit from high staff ratios.	SEND pupils who are not making expected progress are prioritised for resources in terms of LS staff availability	LJL, SJR, PLD and CGB are timetabled with identified pupils in class though (not always sitting next to them specifically). Review to take place every half term.	CGB	Half termly reviews	
School visits are subject to a regular review to ensure increased levels of access or alternative experience	SEND provision to be considered on all risk assessments for school trips. Examples are permission for headphones on coach, diet requirements, the provision of an additional member of staff, a differentiated activity programme	SEND pupils who need additional support on school trips to be identified on the SEND profile.	MH/CGB	Termly reviews	All external visits consider the needs of SEND pupils and provide flexibility or additional support as required.
Staff plan alternative ways of providing experience and understanding of parts of the curriculum	Recognition that SEND pupils have strengths in creativity and benefit from opportunities of demonstrating their knowledge via alternative means.	CGB to identify strengths on the SEND profile who in turn can offer a range of methods for the pupil to demonstrate their understanding of a topic e.g., using photoshop, digital recordings,	CGB	Termly reviews	Teachers to offer a flexibility to allow subject knowledge to be presented in a range of ways and SEND pupils to access areas of strength on their profile
Access Arrangements are used when appropriate to support young children when accessing assessments.	All timed assessments provide opportunities for pupils with SEND to show their true potential whilst working under timed conditions.	Identification of the pupils who qualify for extra time/supervised rest breaks/Chromebook/separate room/ enlarged text etc. is noted on the SEND profile. The list is not exhaustive. All SEND profiles circulated to teaching staff termly. Teachers confirm whether the concessions awarded are beneficial and	CGB	Termly reviews Deadline for EAA February for CE exams	The option of taking more time than peers to demonstrate their knowledge is available to pupils with SEND in school and during external timed assessments.

if appropriate an application for concessions is made to senior schools for ISEB Pre-tests and CE examinations						
<b>Aim</b>	<b>Current Good practice</b>	<b>Objectives</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure that information is accessible and has the desire to create an environment that all adults and children in school can access	Large print resources	The need for enlarged text or modified diagrams to be identified and shared with teachers via the SEND profile	CGB	Termly reviews	All pupils have full visual access to resources provided within school.
		Braille	The school do not have specialist Braille equipment or specialist staff with a knowledge of Braille. This will be sourced externally as necessary and when considered to be a reasonable adjustment to meet needs	CGB	Annual Review	Access to all signage and resources is available to those with a visual impairment
		Induction loops	A review as to whether the provision of an induction loop system in the Centenary Hall/ general school environment to be reviewed annually	RV	Annual review	The whole school environment is accessible to those with a hearing impairment.
		Text to speech	Annual review which pupils would benefit from access to the RNIB Bookshare for print disabled pupils.	<b>CGB</b>	Annual Review	All print disabled pupils have a member account with the RNIB Bookshare

		Text to speech web access and Chromebook software available within school	TRN	Annual Review	Audio web access available in school with au
Teachers and teaching assistants have trained to teach and support disabled children	Teachers have an updated knowledge of the range of learning differences in school and how to meet needs.	Specialists inset training e.g. ASD, ASHD, Dyslexia etc	CGB	Termly	Teaching staff feel confident in their knowledge of SEND
		Inset identifying pupils with SEND and how to meet their needs	CGB	Autumn Term	Whole school awareness of boys in school with SEND
	Teachers and learning providers provide clear safety guidance for activities both in and during external visits.	Delivery of safety information to those with a visual or hearing impairment or communication and interaction difficulty are carefully considered as to whether a written format, hand signals etc are required.	CGB	Termly	All safety directions provided in a manner that allows for clarity
The school links with other schools to share good practice The maintenance of good health is accessible and confidential.	A good working relationship with partner schools to share knowledge and good practice There is policy in place for effective and safe administration of medication. Personal safety is managed with dignity of all concerned	Attendance at conference and forum events	CGB	Annual review	Knowledge, facilities and equipment shared as appropriate.
		A medical register is maintained which takes consideration of the needs of the disabled.	Health Centre	Weekly review	Disabled staff and pupils have access to maintaining their health at all times in a confidential and trusted manner
		Disabled access to the Health Centre	RV		

Aim	Current Good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul>	The long-term objective is to increase access within an older building that currently has limitations for wheelchair users. There is a plan which shows priorities for major and minor works	Review of setting and physical environment to increase accessibility of the physical environment	RV	Annual review or more often as necessary	Increased access to disabled pupils and visitors for all areas of school
	All classrooms are optimally organised and resourced for disabled children	The long-term objective is to increase access to the upper floors of the building where access to eTEC, Art, Science is limited.	Room scheduling as appropriate where ground floor learning is necessary. Wobble cushions in all Lower School classrooms Classroom seating arrangements appropriately arranged for hearing impaired pupils	CGB/ RV	Annual review or as necessary	Good access throughout the school for physically disabled pupils and staff
	The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities	All equipment provided for SEND pupils is maintained and meets current needs.	Learning Support Chromebooks are available at all times are in good functioning order and fully charged	CGB/ SWB	Annual Review or as necessary	Equipment is functional at all times
	Emergency evacuation systems set up to inform all pupils including alarms with both auditory and visual components	Methods of alerting disabled staff, visitors and pupils to an emergency considers the needs of all.	Audio and visual alert systems to be reviewed in all areas of the school	RV	Annual review or as necessary	Alert systems and equipment fully consider the needs of all disability.
	Personal evacuation plans (PEEPS) in place to provide any	The safety needs of all individuals in school are considered and advance preparations made	PEEPs plan to be created for staff and pupils with a physical disability	RV/SMC	Annual review of as necessary	Fire safety provision in place for the disabled.

form of disability who cannot be adequately protected by the standard of fire safety provisions within the premises with a similar level of safety from the effects of fire as with other occupants

Aim	Current Good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
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A whole school approach to working with children with a disability	All school staff and governors have had access to training on disability equality and inclusion.	All Caldicott staff have a knowledge of the differing needs and how to support disabled pupils in school	<ul style="list-style-type: none"> <li>• Bus Driver training</li> <li>• Canteen staff training</li> </ul>	CGB	Termly	All support staff feel confident that they have the knowledge and equipment to support disabled pupils
		The Governing body have a knowledge of the differing needs and how the school are supporting disabled pupils	<ul style="list-style-type: none"> <li>• A SEND Governor promotes disability, awareness and inclusion</li> </ul>	CGB	Termly	Governing Body are aware of support provided for SEND pupils
	Positive images with different abilities are apparent in the school generally	Social awareness of disability integral to pastoral support and PSHE	Dyslexia Awareness week presentation completed by pupil in assembly	<b>CGB</b>	Annual review	Presentation given by dyslexic pupil in assembly about the positives of having dyslexia
			SEND notice board Monthly changing images of disabled celebrities.	<b>CGB</b>	Termly or as necessary	Awareness of disability is increased for all pupils
Lessons are responsive to diversity.	SEND children are partnered in groups which include collaborative with all children to allow for extensive peer support	A whole school approach is created towards making Caldicott a diverse community	Regular teaching observations observe collaborative learning amongst SEND and class teaching	TRN	Termly reviews	Pupils with SEND feel included in the whole class teaching
			The PSHE curriculum includes increasing awareness of diversity and SEND	SJB/EH	Termly reviews	Strong values exist within the school to be supportive and gain a better understanding using the social model of disability.

## **5. Monitoring Arrangements**

The Deputy Head Academic will monitor this policy and, with assistance from the Head of SENDA and the Bursar, prepares an accessibility plan which will be reviewed every 3 years and updated more frequently if necessary. The work of increasing the extent to which pupils can access the curriculum and all adults and children can access the physical environment is the responsibility of a body which includes the Senior Leadership Team, Bursar, Head of Boarding, HR Manager, Health and Safety Committee, Governor-led Buildings and Estates Committee, and the Governing Council.

It will be approved by the Headteacher and reported to the Governing Council.

## **6. Links with other policies.**

### Complaints Policy

Caldicott has long prided itself on the quality of the teaching and pastoral care provided to its pupils. However, if parents do have a complaint, they can expect it to be treated by the school in accordance with the Complaints policy which covers the accessibility plan.

### School Improvement Plan:

The school wishes to increase physical access for the disabled.

The heart of Caldicott School is old, listed, and subject to extremely strict planning controls. The fact that the school is situated adjacent to the Burnham Beeches and all its green areas lie within designated green belt, means that new building is severely restricted by the Planning Department of the local Council, which imposes significant restrictions upon development and change. Pupils with impaired mobility are likely to be disadvantaged compared with their peers in these circumstances and may be prohibited altogether from accessing most academic and extracurricular facilities provided by the school. Not all these matters can be overcome in any substantial way without making considerable alterations, planning permission permitting, to buildings within the school and at significant cost.

Caldicott remains determined over time and within its limited resources to make appropriate improvements to improve access to academic and extracurricular facilities for pupils with impaired mobility. Wherever the opportunities arise, we are looking to improve the school's physical environment to enable those with disabilities to take better advantage of education, benefits and facilities. And we are committed, whenever new building projects and other technical improvement programmes are being introduced, to ensure that the requirements of disabled pupils, staff and visitors are afforded due priority.

Most recently, the School has developed the production of a site Masterplan which seeks to set out in a Stepped arrangement, future building improvements it would like to see delivered over the next 20 to 30 years. The Masterplan includes new buildings and the consequent repurposing of old buildings where opportunities arise. All plans remain aspirational until approved by Council and the South Bucks Planning Department and, not least, that sufficient funds have been found. Disability access improvements and facilities form a key element of these structural provisions and adjustments. Examples of this can be seen in the Step 1 Sports Hall enhancement programme with a new foyer with lift accessing both floors and Step 2 Sports Pavilion two story new build with lift access afforded to all levels and disabled toilets part of this design.

The following issues have been identified and form part of the long-term plan to increase the physical access to the site:

#### The Main House

- The Front Door access is up / down step currently overcome with a portable ramp stored nearby when required.
- Boot Room Door access is up / down one step currently overcome by a portable ramp.
- Dining Room fire exits down one step currently overcome by a portable ramp.
- Fire exits from the dorms could be problematical for mobility impaired pupils, though an Evacuation Chair is provided for use with help on the main 6<sup>th</sup> Form dormitory area.
- Width of doors into general use lavatories. Two disabled toilets are available in the Music block and the PAC both accessible with fixed ramps.
- Dormitories are all located on two differing levels on upper floors with no lift access.
- No visual fire alarm for hearing-impaired individuals.
- All Fire Escapes from the upper floors of the Main Building are stairs and therefore inaccessible to mobility restricted pupils.
- Doors into some dormitories may preclude access for mobility restricted pupils.
- The width of some passageways, particularly the main passage with the notice boards and the area at the bottom of the Back Stairs, would cause problems for mobility restricted pupils.
- Bathroom and most lavatory areas have steps and narrow door access.
- All showers have either steps up or down for access.

#### Classrooms / Extra-curricular activities and access thereto:

- The science specialist facilities are located on the upper floor of the academic block and therefore it is usual for pupils to move to the teachers rather than vice versa. There is currently no lift access to these facilities.
- Access to the Academic Block is via steps currently overcome by ramps for main access and fire exits.
- The Art and eTEC Rooms are located within the Sports Hall and are currently accessed up steps with no lift access.
- There visual fire alarms in any of the academic areas, so severely hearing-impaired pupils could be aware of the fire.

#### Sport and Recreation

- Swimming pool: Sight and hearing-impaired children have full access. Staff in charge of safety require training to ensure that they are aware of special requirements such as hand signals and the need to check that safety information has been understood.
- Playing Fields/All-weather pitch: Easy access to all areas along tarmac paths or across grass. For personal safety, sight impaired children may need assistance. Beyond main field will not be accessible to wheelchairs

- Adventure Playground: Play area supervised when in use.
- Cricket Nets: Easy access over grass. Use by visually impaired pupils would need careful supervision.
- Common Rooms: Snooker / tables are not at wheelchair height.
- Music Rooms. Access is possible with fixed ramps into the Music School and Centenary Hall

### Admissions Policy

The school's Admission Policy require that parents forward a report from a clinician or educational psychologist to give the school a learning profile and make recommendations appropriate to the setting. The school reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances. Based on such disclosure, the school will confirm whether it is fully able to meet the child's needs.

### Learning Support Policy

Access Arrangements allow candidates/learners with special educational needs, disabilities, or temporary injuries to access the assessment without changing the demands of the assessment. For example, extra time, supervised rest breaks, a word processing facility, readers, etc. The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available. How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner and their normal way of working. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment. Such provision must be recommended by a formal report by an educational psychologist or the required level of competence and training in specialist assessment. The school complies with guidance issued by the Joint Council for Qualifications (JCQ) published annually.

### Safeguarding Policy

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- These children can be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- There is potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying without outwardly showing any signs.
- Difficulties may arise in overcoming communication barriers or reporting of challenges. At Caldicott we identify pupils who might need more support to be kept safe or to keep themselves safe.

## Fire Policy

### Personal Emergency Evacuation Plans

This is a plan for a person who may need assistance, for instance, a person with impaired mobility, to evacuate a building or reach a place of safety in the event of an emergency.

Note: Fire evacuation planning for a person with a disability should be matched to the building so people who regularly use different buildings may require a separate plan.

We use PEEPs to determine whether a member of staff or a boy will need a personal emergency plan.

Anyone who needs help in an emergency situation, not in normal everyday circumstances, should have a Personal Emergency Evacuation Plan unique to them.

Ask yourself “Can this person leave the building unaided in an emergency?”

If the answer is No, they need their own evacuation plan.

A PEEP may be needed for someone with an impairment or disability such as:

- Mobility impairment
- Sight impairment
- Hearing impairment
- Cognitive impairment
- A medical condition or injury which might cause them to need assistance to evacuate safely.

Sometimes the requirement for a Personal Emergency Evacuation Plan may be temporary for instance, someone who is using a wheelchair because of a broken leg or someone in the late stages of pregnancy.

**IMPORTANT** – the plan must not rely on the Fire and Rescue Service’s intervention to make the plan work.

### Writing the PEEP

Each person’s disability and needs will be different and therefore each person requiring a plan needs one specific to their own requirements to allow them to safely exit. Formulating the plan should be a collaborative effort between the person with a disability and the responsible or competent person.

Not all people with a disability will require assistance from another person. In some instances, where suitable aids and adaptations have been provided, the person will be able to facilitate their own escape. Recognising their dignity and right to independent evacuation is an important part of the planning so good negotiation skills are needed.

Should we need a personal emergency plan, it will contain the following:

Identify areas of safety/refuge\*.

- Determine safe routes to a place of safety.
- Name anyone appointed to assist the person in an emergency.
- List specialist equipment that may be necessary.
- Identify where staff training is needed.
- Detail when and how escape practise will take place.

To cover all eventualities, the plan will detail all the options for a safe escape. this may or may not require the provision of a safe refuge\* as an interim place of safety.)

The provision of a refuge will permit a staged evacuation to be implemented if necessary. Any area identified as a safe refuge must fall within a fire-protected area and be clearly signed. It must be separated from the fire by fire-resisting construction and should provide a safe route to final exit e.g. the head of a protected stairway.

### Staff Training

Training must be provided for anyone involved with the evacuation plan. Training provided should include disability awareness, disability evacuation etiquette, and moving, lifting and handling techniques.

### Practising escape plans

Any escape plans should be practised on a regular basis – the Government recommendation is at least every six months.

People with a learning difficulty should practise their escape route more frequently, on a monthly basis.

All people in the escape plan should be involved.