Accessibility Plan

This Policy should be read in conjunction with:

- Academic Support Policy
- Admissions Policy
- Any Individual's Risk Assessment
- Behaviour Policies (Senior and Junior School)
- EDI Strategic Framework
- Equal Opportunities Policy
- Exams Policy
- Harpur Trust Equality and Diversity Policy
- Safeguarding and Child Protection Policy

Introduction

Bedford Modern School (BMS) is an independent, selective, fee-paying school. The School community includes all those associated with any aspects of school life to include students, members of staff, parents/guardians and members of the friends of BMS e.g. OBMs. The School is committed to equality of opportunity for all current and prospective members of its community. The School welcomes applications from prospective students, with or without additional needs, including those with an education, health and care plan (EHC).

Before offering a place, the School must feel reasonably sure that it will be able to educate and facilitate the development of the prospective student to the best of their potential and in line with the standards achieved by the student's peers. The School operates an inclusion policy which it believes enriches School life, but the prospective student should be able to access the mainstream curriculum at an age-appropriate level. The School will make reasonable adjustments to cater for the needs of applicants while giving equal importance to ensuring that no other student's education is compromised.

This is the School's primary Accessibility Plan which has three inter-linked elements:

Improvements in access to the curriculum by:

- Providing for all students a curriculum which is appropriate to their needs
- Ensuring that the curriculum is delivered in such a way that all students, regardless of any disability, may benefit as fully as possible from it

Physical improvements to increase access to education and associated services by:

- Ensuring, wherever feasible, that all School buildings and grounds are fully accessible to students with mobility, sensory and other disabilities
- Providing wherever feasible that appropriate educational equipment and physical aids to ensure that educational programmes in the School can be fully accessed by all students

Improvements in the provision of information in a range of formats for disabled students by:

- Providing for students and their parents/guardians, information about the School and its curriculum in a format that takes account of any disabilities

The School seeks to achieve a successful fit between the School and its students through its Admission Policy.

Before accepting a student onto the School Roll, the School wants to be confident that it can support the prospective student and their peers in achieving their potential. We are honest with parents/guardians about the School; we ask parents/guardians to be honest with us and to be open about any support needs relating to their children. We look for children who will thrive at the School and who will contribute to the School community, regardless of any disability.

The School's policy is to apply the Admissions Policy to all students, regardless of any disability of which the School is aware at time of entry. Consideration and reasonable adjustments are made to accommodate students, parents/guardians and visitors with disabilities.

In determining what adjustments are reasonable, the School will have regard to:

- Whether the adjustment would overcome the disadvantage
- The practicality of the reasonable adjustment which is communicated to parents/guardians in a clear and timely manner
- Financial implications
- The extent to which support would be provided under Children and Families Act 2014
- The resources of the School and availability of financial or other assistance
- The effect of the disability on the student
- Health and safety requirements
- The interests of other students

Early notification is of great value, as it will enable the School to liaise with parents/guardians, existing school, or other relevant parties to establish what reasonable adjustments could be made at the School. Parents or guardians of children with disabilities or additional needs are expected to notify the School at the point of registration and no later than at the time of the Entrance Exam or Assessment. Prior to any interview or visit, parents/guardians will be asked to provide further and more specific details of any additional needs of their child, and to provide copies of any professional reports e.g., Educational Psychologist's report or professional reports from other agencies or EHC plan (if applicable).

The School values all members of its community; all students, including those with additional needs, play a full part in its activities, participating in sports, plays, music and trips. Adaptions for a student's participation in these activities are provided for through their Individual Pupil Profile , Personal Emergency Evacuation Plan (PEEP), general/specific risk assessment or an amalgamation.

As part of the admissions process, staff will meet or phone with parents/guardians to discuss whether or not a prospective student will be able to access the curriculum and what reasonable adjustments could be made to facilitate this. In determining this, the School may advise additional assessments for further clarification. If after consultation, the School decides that it cannot discharge its legal and moral responsibilities to educate the prospective student and/or its legal duties to the parents/guardians, the School will be unable to offer a place.

If the School, following discussions, is satisfied that with reasonable adjustments (and/or additional support provided from outside the School's resources) the prospective student can participate effectively in the School, then, subject to the admissions policy, a place will be offered.

Most students stay at the School for many years. It is possible that during their education a student may become disabled, their additional needs may first be identified or become more serious. Continuing communication between parents/guardians and staff is vital – to consider what reasonable adjustments could be made to facilitate the student's continued participation in School.

If a condition develops during the career of a member of the School community, discussion will be initiated to consider the most appropriate support.

The Manton Lane and Clarendon Street sites are partly on a slope and the buildings are spread over a 40-acre area, with a public road between sites. This means that they can be difficult to move around. Lifts, ramps and disabled WCs have been included in the more recent constructions and conversions, and future developments will take account of access for disabled members of the School community, where applicable and as appropriate.

In order to provide the best facilities for students, the School operates a system of fixed classrooms for particular subjects. Students need to move between sites, classrooms, laboratories and specialist rooms, at times upstairs in buildings without lifts. During the life of this current Accessibility Plan, the School will endeavour to improve access to its buildings where feasible. In the shorter term, depending on the age of the student, the School will endeavour to make adjustments to the timetable in such a way that, with additional support, disabled students will be able to access the curriculum.

The School has Accessibility Co-ordinators who are the Head of Additional Needs/SENDCo and the Head of Estates and Operations. A record log of their meetings will be maintained. The Co-ordinators consult with the Head of Senior and Junior Schools, Director of Sixth Form, the Estates and Facilities' Manager and others as appropriate and required. The Co-ordinators liaise with the Pastoral Committee via the Deputy Head (Pastoral and Student Progress) and report directly to the Leadership Team and the School Governing Body. In addition, the co-ordinators seek advice and input from the school nurses and other professional advisors deemed appropriate. The Co-ordinators' responsibilities are:

1. To review annually the School's policies, procedures and facilities to maximise accessibility to the School by those with additional needs
2. To make recommendations to improve accessibility through amendments to the Accessibility Plan

The Accessibility Co-ordinators will give consideration to the following issues:

Admissions

The School's Admissions and Entry Procedures are detailed in the Admissions Policy and Entry Procedure, and these are kept under regular review.

In deciding whether to offer a place, the School will be mindful of its responsibilities in meeting the needs of its existing students. The School acknowledges that it may not be able, with reasonable adjustments, to provide the level of support required by some students.

At the School we are particularly mindful of the importance of home-School links. The SEND Code of Practice highlights, "The relationship between parents of children with Special Educational Needs and the School which their child is attending has a crucial bearing on the child's educational progress and the effectiveness of any School-based action."

Access to Education, Sport, Recreational Activities, Educational Visits

Individual programmes of support may need to be prepared for disabled students and reviewed on a regular basis to ensure they are able to participate in the activity.

Access to the Curriculum

The School will endeavour to make any reasonable adjustments to lessons, rooms and timetables to ensure all students can access a full curriculum.

General Inclusion

The requirements of any student with additional needs admitted to the School will be discussed and plans for the individual will be prepared. With adaptation in mind, any

particular needs will be discussed, and consideration given to ensuring the student and the rest of the class are able to participate effectively.

Staff Training

It is stipulated in the SEND Code of Practice, "All teachers are teachers of children with special educational needs. Fifteen percent of children are deemed likely to have a special educational need at some point in their school career". All teaching staff are expected to have the skills required to teach students with additional educational needs and this is supported by a programme of INSET training on learning, medical needs and effective social support strategies. Appropriate training for non-specialist teachers and support staff will be put in place.

Physical Access to Activities, Both On and Off Site

When booking an off-site facility, the School will check the accessibility for all members of the School community. General risk assessments for trips and camps are prepared on a regular basis; more specific risk assessments take account of the individual needs of disabled students.

The School will take note of all reasonable requests concerning the needs of participants with disabilities when School facilities are booked by external groups.

The School has reviewed escape procedures, door opening and closing mechanisms and highlighted other adaptions to accommodate where feasible the needs of disabled people.

There are disabled car parking spaces all marked clearly at the front of school, and outside the Rutherford Building.

All members of the School community with disabilities are supported to participate as fully as they can in all School activities.

Outside Service Providers, Both On and Off Site

When educational sessions are run by outside parties, they will be made aware of additional needs as and when necessary.

Educational Visits (Both On and Off Site)

The needs of all students are considered carefully when deciding on camp locations, transport arrangements and whether extra support staff are required. This is part of the risk assessment process, which is carried out in full consultation with parents/guardians.

Diet and Medication

Within the limits of our catering facilities, a number of options are available, and it is possible to accommodate the needs of many on special diets. Where this is not possible, students may bring in a packed lunch which may be eaten in designated eating areas with other students.

The School employs nursing staff, and other trained staff, who will give medication to students in accordance with written guidance from parents/guardians, or medical personnel. Medication can be refrigerated and stored securely. If anyone feels unwell, they can visit the Medical Department and seek assistance. Information on any medical condition should be directed to the Medical Department as soon as it is diagnosed so staff can be briefed on any emergency procedures to be followed.

Welfare

The School has a long tradition of inclusion. Our ethos is of accepting and valuing differences. Our policies support this approach and are in the Parent/School contract.

If any member of the School community believe that they or their child has been treated unfairly by the School due to a disability, they may follow the published complaints procedure.

Awareness of Accessibility Plan

The Policy has been prepared by the Accessibility Co-ordinators and Head Of Health, Safety and Compliance, and endorsed by the School Governing Body. Copies are made available to all teaching staff and those involved in the Admissions' Process. Members of the School Community can access this policy via the School's website and the School supplies copies of this policy to all who request it.

The Accessibility Co-ordinators meet regularly to monitor implementation of this plan and to revise it annually. The Policy author reports to the School Governing Body at least annually on the activities of the Co-ordinators and implementation of the plan.

Those with Special Educational Needs and Disability have been part of the community at the School for many years. Most of the adaptations and adjustments for disabled students and those with additional needs are already in place and physical alterations to the premises will continue wherever feasible. The School is not complacent and is actively working to improve its accessibility to the School community.

Bedford Modern School is always prepared to consider any new issues relating to existing or potential members of the School community.

Bedford Modern School endeavours to support the School community by:

- Improving communication with disabled members/users
- Liaising with Acting Head of Additional Needs/SENDCo about the best way to make information available to users
- Increase levels of awareness amongst staff responsible for information relating to members of the School community
- Ensuring the Evacuation Procedure reflects and accommodates the requirements of all.

Governance

The School Governing Body of Bedford Modern School is committed to increasing and improving accessibility for all. The accessibility plan is shared with Governors and reviewed annually, with consideration given to accessibility through all investment in the school infrastructure and a commitment to further improvements over the life cycle of this plan and beyond.

Miss S Parish
SENDCo

Mrs L McSherry
Head of Estates and Operations

Mrs R Winter
EDI Coordinator

Mrs G Staley
Head of Health, Safety and Compliance

October 2026
Review Date October 2027

Appendix 1 - Policy Statement on Access to Facilities

This Policy should be read in conjunction with:

- Academic Support Policy
- Accessibility Plan
- Admissions Policy
- Behaviour Policy
- Equal Opportunities Policy
- Exams Policy
- Safeguarding and Child Protection Policy

The School has a legal duty to be non-discriminatory towards disabled students and to provide equal access to the curriculum. It acknowledges its duty under the Equality Act 2010 and 2012 additions and Keeping Children Safe in Education.

The School is also required by the Act to inform parents or guardians and students of our arrangements for admitting disabled students, the ways by which we ensure that disabled students receive the same treatment as other students and the facilities we provide for them.

This policy statement explains the School's policy under the three areas described above.

Admission

The School admits students who have met the academic requirements, and we are able to meet their individual needs. Wherever possible, disability will not prevent a student from selection who is otherwise up to the academic standard required and who is in a position to benefit from the education offered at the School. The School will assess and consider any special arrangements necessary for a disabled student on a case by case basis.

Equality of Treatment

Apart from special arrangements that are necessary, or exemptions from certain activities which are not within the capability of the disabled student, the School will treat disabled students in the same manner as the other students at the School as far as possible. The School is accommodated in several multi-level buildings as well as a variety of other areas on the site. Consideration is given to altering arrangements to facilitate access for students with severely restricted mobility – this includes access lifts between floors, in certain buildings, and transport about the site.

Care of Individual Children

The procedures are as follows:

- Regular monitoring by the class teachers and tutors
- All adults working as pastoral or academic teams in monitoring and supporting students throughout the school day
- Placing information on the front page of iSAMS to inform staff about individual students with disabilities
- E-mailing specific staff of individual needs
- Verbal and written updating by the nursing team
- Many staff holding First Aid certificates which are renewed as required
- Training provided for staff to become Mental Health First Aiders
- Working with parents or guardians and external specialists to support the needs of students
- Provision of information relating to Student Profiles
- Sharing information with colleagues in relation to students with SEMH needs
- Personal Emergency Evacuation Plans (PEEP)
- INSET programme of training delivered

Sporting and Recreational Activities

- The School will continue as far as it is able to provide equal access to all school activities
- Individual Risk Assessment and management strategies will be provided for those engaged in school trips or visits

Further Statements

- We promote a positive attitude to disability to include all, where possible, in all our activities
- We request parents/guardians to declare if their child has a disability
- We maintain a list of students with disabilities and any support as advised
- We monitor the progress of these students and the provision that we make for them
- We constantly look for further ways to improve provision and access for people with disabilities. We attempt to overcome problems by being creative and flexible about use of our present provision, as well as investigating further development within the constraints of available resources
- We implement reasonable adjustments to classroom management, teaching and expectations in such a way that these do not prejudice the progress of other students, nor their Health and Safety (e.g. labs, workshops, sports equipment)

Appendix 2 – EDI Strategic Framework

Bedford Modern School Equality, Diversity and Inclusion (EDI) Strategic Framework

Introduction

This document is a statement of Bedford Modern School's Equality, Diversity and Inclusion (EDI) beliefs and mission and how that relates to our broader organisational vision and priorities. It affirms our commitment to achieve our EDI mission and provides the context for our actions. In order to implement this strategy across the life and work of Bedford Modern School, a five-year EDI Strategic Plan setting out specific actions will be developed by the EDI Co-ordinator in conjunction with the Senior Leadership Team and will sit within the whole school Strategic Plan.

Why EDI matters:

We believe that valuing equality and diversity and actively managing inclusion matters because:

- It is morally right.
- It will enable us to better live out our values.
- It will enable both staff and students to enjoy a more fulfilling experience of Bedford Modern School.
- It will enable both staff and students to be better able to engage in an increasingly globalised world.
- It will facilitate access to, and retention of, a larger talent pool both in terms of staff and students.
- It will enable us to generate more and different ideas and improve performance.

Each member of the Bedford Modern School Community has an innate set of talents and it is our responsibility to ensure that those talents are nurtured. To do so we need to ensure that each individual is motivated and given opportunities. How we treat people has a direct link to how their talent develops.

Performance = Ability + (Motivation + Opportunity) **Treatment**

For every member of Bedford Modern School, student and staff, human relationships are what drive us forward.

Distinguishing the terms:

EDI is not a singular concept or 'a thing'; they are three different concepts. The fact is, the more we understand the differences, the more progress we are likely to make towards achieving and maintaining the educational outcomes we desire. Distinguishing the terms will enable us to be more successful, in a sustainable way, in our efforts to become a more inclusive community and to increase and get value from the diversity of the wider community, our students and our staff.

Equality (Equal Opportunity):

For institutions:
Equal Opportunity is a concept underpinned by legislation and organisational codes of practice. It requires organisations to provide relevant and appropriate access for the participation, development, and advancement of all individuals and groups, and to take action to protect them from unlawful discrimination; and to ensure that individuals in their organisation conduct themselves in particular ways when interacting with others to avoid making themselves liable to disciplinary processes.

For the individual:
Equal Opportunity means not being discriminated against; experiencing access to, and real choice to participate in, or contribute to, all relevant processes and activities of the team or organisation; and receiving appropriate treatment in relation to their ability and circumstances. It should be stressed that the fact that organisations may fully adhere to the

law and their codes of practice does not, of itself, necessarily result in all their people experiencing equal opportunity as defined above, and certainly does not guarantee they will feel included!

For ease of reference, Equal Opportunity means treating everybody equally well. Treating people equally well is NOT treating everybody the same, and it's NOT treating others how you would want to be treated, BUT it is treating every individual how they need to be treated.

Diversity

Diversity is simply difference. It seems many organisations expand the definition, but this only serves to complicate matters. It is a simple truth that all human beings are different from each other in very many ways; no two of us are the same. Our differences include, but are in no way limited to, our interests, physical abilities and qualities and appearance, ethnicity, life and work experience, the way we think, our gender, nationality, sexual orientation, personality and the myriad experiences that have touched our lives and affected our perspectives or influenced our world view. Diversity is difference and goes way, way beyond the nine protected characteristics identified in UK 2010 Equality Act.

Inclusion

Inclusion is an emotion; it's not just about being present in the room or being a member of the group, or even a team. Inclusion happens when the following things are present: when people feel respected, valued, safe, trusted and have a sense of belonging. These things cause people to say, 'I feel included', and it's that emotion – inclusion, which enables people to be their best selves, do their best work, and add value to the team or group.

So, diversity is difference, anti-discrimination legislation protects our right to be different, but it's the culture of inclusion that enables our difference to make a difference.

Context: Our Mission, Aims and Values

Our Mission:

Inspiring Excellence: a truly modern, inclusive and relevant education delivering excellence in all aspects of school life.

Aims:

Our four aims: inspire, engage, encourage and cultivate, provide a clear sense of purpose to drive the delivery of our mission.

Inspire
We inspire all of our school community to set high standards for themselves, develop a love of learning, a sense of curiosity and an ability to think independently.

Encourage
We encourage students, staff and parents to develop a sense of wellbeing and students are encouraged to develop their emotional intelligence and self-awareness.

Engage
We engage with and develop positive relationships with existing and potential students, staff, parents, OBMs and the wider community.

Cultivate
We cultivate an outstanding learning environment, widening access for all and investing in staff development, the facilities and the daily operation of the school.

Values:

Our values shape everything that we do

Kindness
We are kind to one another at all times.

Respect
We respect and are tolerant of one another, embracing and celebrating differences.

Resilience
We build and support all of our community to have the courage and resilience to recover from any challenges or difficulties.

Confidence
We have confidence in ourselves and the ability to think and act independently.

Ambition
We are ambitious for ourselves and others.

Responsibility
We take responsibility for all our actions.

Integrity
We are honest and guided by strong moral principles.

Equality, Diversity and Inclusion Mission:
To develop a sense of belonging and opportunity for all through active management.

Equality, Diversity and Inclusion Aim:
Bedford Modern School is an Inclusive Community in which every participant feels respected, valued, trusted, safe, has a sense of belonging and can be their best self and do their best work.

Equality, Diversity and Inclusion Priorities:
As a means of moving towards our equality, diversity and inclusion aim, we have identified 7 strategic priority areas:

1. Leadership
2. Communication
3. Organisation Culture
4. Learning and Development
5. Retention, Development & Recruitment
6. Equality Legislation
7. Monitoring and Evaluation

Leadership

The strategic priority is:

- to demonstrate leadership of, and commitment to, achieving our equality, diversity and inclusion mission at all management levels and
- to inspire confidence in Bedford Modern School as a values driven community fully committed to actively working to achieve our Equality, Diversity, and Inclusion aim.

If the Senior Leadership Team are seen to take action and give the equality, diversity and inclusion agenda priority, then senior and middle managers, their teams and other members of the Bedford Modern School community are more likely to believe that the school means business and is taking the issue seriously.

All members of the Bedford Modern School Senior Leadership Team have a leadership responsibility regarding the Equality, Diversity and Inclusion Aim. All members need to take a lead in supporting, encouraging and challenging each other if Bedford Modern School is to be recognised as one that combats discrimination, promotes equal opportunity, values diversity and manages inclusion.

Communication

The strategic priority is to ensure:

- that the Bedford Modern School governors and staff are aware of and able to articulate the equality, diversity and inclusion mission and
- that students and parents are fully aware of the school's equality, diversity and inclusion mission and the added value it will bring to them.

Organisation Culture

The strategic priority is to sustain an inclusive culture that:

- actively supports all members of the Bedford Modern School community to live out the school's values and which consistently reinforces their belief that they are valued for who they are and what they bring.
- is transparent, open to scrutiny, and with strong co-operation across all areas of the school.
- allows inappropriate behaviour to be consistently challenged.

Learning & Development

The strategic priority is to ensure there is a basic understanding of the equality legislation and continuous development of equal opportunity, equality, diversity and inclusion awareness, knowledge and skills amongst the whole Bedford Modern School community.

Retention, Development and Recruitment

The strategic priority is to become an employer of choice, maximise the potential of all members of the Bedford Modern School staff and ensure that they all thrive, add value to the school and feel encouraged to stay.

Equality Legislation

The strategic priority is to take such action as is required to ensure effective and appropriate compliance with all relevant legislation.

Monitoring & Evaluation

The strategic priority is to review the current systems and make such changes as may be necessary to ensure there is a comprehensive framework for collecting, analysing and utilising data regarding equality, diversity and inclusion issues.

Appendix 3 - Accessibility Plan – Strategic Document 2025-2028

Targets	Strategies and Resources	Outcomes	Timeframe	Goals achieved	
All current and prospective members of the school community able to access relevant information.	All staff awareness of the requirement to provide information accessible to individuals, all as reasonable	All members of the school community aware and able to access appropriate information	2025-2026	• Teaching materials adjusted in size/colour etc to support VI student, and students with other barriers, including Dyslexia. • ISAMS SEND report updated to include strategies to support mental health barriers for each individual where appropriate. (Report to be renamed Student Profile Report)	
Annually to ensure the environment assists those with disabilities	To consider how the environment is accessible and comfortable for all members of the community	Accessibility improved to provide a safe and comfortable environment, including those with mental health needs.	2025-2026	Ongoing • Annual internal environmental audit undertaken for VI student and recommendations implemented. • Employment of Learning Support Assistant for our VI students. • Joint approach to support senior teaching staff with approaches to support mental health needs with the Wellbeing Lead.	
Improving awareness of the needs of disabled members of the community	INSET training and information sharing for staff and PSHE lessons	Staff and students aware of the needs of members of the community, including those with mental health needs.	2025-2028	Ongoing • Joint approach to support senior teaching staff with approaches to support mental health needs with the mental health Lead. • All Junior School staff receive training for VI which is on-going throughout the year.	
Ongoing consideration and awareness of additional ramp construction and lock installation to areas of the Main and other School buildings	Reasonable adjustment to main access routes	Senior School more accessible	2025-2026		

Mechanism for raising matters of inclusion	CPOMS Academic Concern	Ability to raise internal concerns	2025-2026	- Staff inclusion group run by DHP and elected members of the school community - Contact Head of Inclusion directly	

To increase the extent to which students with disabilities can participate in the school curriculum:

Target	Lead	Target completion date	Success measure(s)	Resources and action required	Evidence of impact on student(s)	
Identify applications that support those with SEND and complement School's evolving ICT strategy	SENDCo	Autumn 2026	Students use the identified applications that assist in their learning	Further investment in IT resource and relevant applications	Students using applications that facilitate their learning	
Staff development on SEND through INSET - ensure staff are aware of their responsibilities and requirements under the relevant SEND Code of Practice	DH(A), SENDCo	Junior School – Autumn 2025 Senior School – Summer 2026	Increase in Staff confidence in providing appropriate teaching and learning to students with disability, and evidence of this being undertaken. Adapted curriculum plans in place. EHCP Targets (if required) Improvement of VA data at GCSE and A Level	Time at INSET and associated planning and monitoring	Improved delivery of adaptive learning strategies and activities across lessons. Programme of training at INSET evident. Inclusion of SENDCo in new staff induction, including training on SEND and access arrangements All staff carrying out their responsibilities and requirements under the SEND Code of Practice (2015)	
Annual liaison between Academic	SENDCo, JS DH(A), DAMC	Ongoing	Appropriate provision is in place for needs of	Appropriate access arrangements in	SENDCo involved in assessments where a	

Support and Admissions to ensure appropriate provision is in place for the needs of all incoming students and those transferring both internally and externally	Liaison with Laura McSherry dependent on physical needs.	Spring 2026	all incoming students. SENDCo consulted about all potential student with disability prior to the offer of a place to assess any reasonable adjustments required	place for entrance tests for those eligible, and appropriate support provision is planned for when student enters	potential learning difficulty is flagged.	
Develop teacher expertise with differentiated support	SENDCo, SDH, DH(A), JS DH(A)	Key Student Meetings termly	Improved teacher confidence and capability	Creation of list of students who may require extra support from data and teacher assessments and monitoring	Student progress	
Tracking of students progress	DH (P&SP), DH (A), AH (A), AH (7-8), AH (9-11), DoSF, HoY, AHoY, Form teachers, JS DH (A)	Half termly, after each data collection point	Effective identification of students who /who would benefit from Learning Support	Tracking documents demonstrating progress relative to expected outcomes – including baseline data and assessment windows	Greater support for students with AEN not previously identified, allowing all students to realise and exceed their potential	
Annual review of Academic Support practice regarding exam access arrangements in accordance with updated JCQ regulations.	DH (A), SENDCo, Head of Examinations	Annually in October/ November	Meeting all requirements at annual JCQ inspection	Working practices amended in order to meet updated requirements Information provided to stakeholders regarding access arrangements for students with learning difficulties and/or disabilities	Updated and adjusted working practices in order to meet requirements of exam boards	

Review of Word processing facilities and other software such as Dragonspeak for exams	DH(A), Head of Examinations, SENDCo	Ongoing	Improved ability to cater for all word processors. Particularly for internal and external exams	Consider the use of laptops vs ICT suites. Source suitable laptops and appropriate printing facilities. Collate best practice. Develop a budget proposal.	Fewer instances of overcrowding in exam rooms. Reduced need for invigilation. Improved consistency of experience for exam candidates. Fewer instances of ICT failures in exams	
Engage the support of outside advisers such as Educational Psychologists to enhance the knowledge of staff in relation to specific disabilities as they arise.	SENDCo	Ongoing	The pupil profile will reflect the agreed recommendations between the outside adviser and School.	Contact details of relevant agencies and development of recommended providers	Engagement with external advisers evident.	
Conduct termly drop-in training sessions staff to increase their knowledge and techniques in relation to specific support.	SENDCo	Ongoing	Support staff have increased knowledge, practice and confidence following training sessions.	Dates for termly meetings and subject material as required	Programme of training evidence and staff engagement	
Where appropriate, to hold update meetings for all students with identified SEND need	DH (P&SP), DH (A), AH (A), AH (7-8), AH (9-11), DoSF, HoY, AHoY, Form teachers, JS DH (A)	Ongoing	Feedback from all stakeholders on effectiveness of provision	Effective techniques and good practice shared with all stakeholders	Greater ability to access all areas of the curriculum	
To hold Annual Review meetings for students who have an EHCP.	DH(P&SP), SENDCo	Ongoing	Following recommendations of EHCP	Following recommendations of EHCP	Annual review of EHCP conducted.	

Where relevant, to hold termly update meetings for all students who have an EHCP.	DH (P&SP), DH (A), AH (A), AH (7-8), AH (9-11), DoSF, HoY, AHoY, Form teachers, JS DH (A)	Ongoing	Feedback from all stakeholders on effectiveness of local provision	Relevant parts of EHCP shared with all stakeholders, meetings held to monitor progress and make improvements as necessary.	Greater ability to access all areas of the curriculum	

To improve the delivery of information to disabled students:

Target	**Lead**	**Target completion date**	**Success measure(s)**	**Resources and action required**	**Evidence of impact on student(s)**	
BMS to provide guidance for the use of hearing aids	SENDCo, EDI Co-ordinator, support from Local Authority with training	July 2027	Completed written document produced by DAMC	Installation of hearing loops in Howard Hall and Christopher Fry Hall	Improved communication for stakeholders with hearing difficulties including those with Auditory Processing	
Provide prospectus and Admissions information in a larger typeface	DAMC, EDI Co-ordinator	July 2026	Identification of stakeholders with impaired vision	If needed, the School would provide written information on alternative formats such as digitally or using larger paper/equipment	Improved delivery of information to students, parents and visitors with disabilities	
Closer liaison between JS and SS Academic Support departments	SENDCo	Weekly attendance from Autumn 2025 at Key Student Meetings	AEN&D policies currently remain separate (JS, SS) after liaison and discussion and in light of ISI inspection approval of both	CDES to set up regular meetings	Improved liaison between key staff and students/parents	

Investigate further growth of Academic Support across the whole school to include support for specific learning difficulties	DH(P and SP), AH(A), JS DH(A), SENDCo	Ongoing	Students requiring a high level of support will be given targeted programmes	Clear structure of support with levelled access dependent on the needs of the student	Student progress	

To improve the physical environment of the school in order to increase the extent to which disabled students are able to take advantage of education and associated services offered by the school:

Target	**Lead**	**Target completion date**	**Success measure(s)**	**Resources and action required**	**Evidence of impact on student(s)**	
To ensure any new building or major refurbishment incorporates full access facilities for student, staff and visitors with disabilities as appropriate (e.g. nonslip flooring, suitable furniture etc.)	DFO	Ongoing	All student, staff and visitors are able to access building appropriately.	Effective monitoring and planning	All stakeholders have equal access to the facilities available.	
Improvements to light and widening of doors in corridors, to improve access	DFO	Ongoing	Enabling more natural light to reach internal corridors with wider doors along corridor	Funded from maintenance budget and reserves	Improved access and working environment through classroom upgrade programme.	
Improve ambient temperature in some classrooms	DFO	Ongoing Termly from Autumn	Survey of need and implementation. completed with HoFs/HoSs and fans issued to rooms where required.	Primarily provision of power and fixed room fans.	Improved working environment	

Improve internal lighting in classrooms and corridors	DFO	Ongoing	Improved lighting in classrooms	Priority list established prior to works programme compiled	Improved working environment	
Site wide accessibility study to be carried out	Laura McSherry (HoE&O)	Summer 2027	Report produced for Estates Team and shared with LT	Costs screened for audit		
Increasing access for staff input into plan	EDI Co-ordinator	Summer 2027	Accessibility Plan considered as part of Inclusion Action Plan for staff, with clear proposals to be forwarded to owners of the Accessibility Plan.	Creation of Staff EDI group	Improved working environment and inclusion of proposals within future Accessibility Plans.	