



# Accessibility Plan - Equality Act 2010 Whole School (Includes EYFS)

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<b>References (including legal and others eg ISBA).</b>	Schedule 10 of the Equality Act 2010
<b>ISI Reg:</b>	17
<b>Other related policies and documents:</b>	For staff - Equal Opportunities Policy (Employees); For pupils - Admissions Policy; SEND Policy.

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## **1. Ethos and Aims for Staff and Pupils**

Woodbridge School welcomes its duties under the Equality Act 2010 and have due regard to the need to eliminate discrimination, advance equality and foster good relations regardless of age, disability, ethnicity, gender and gender identity, religion or belief, sexual orientation and other protected characteristics for staff and pupils.

The School aims to develop an inclusive environment which values diversity and believes that equality should permeate all aspects of the working environment, and every member of the School Community should feel safe, secure, valued and of equal worth.

We recognise that due regard for equality implications must be fully integrated in everything we do, whether making decisions, developing policy or taking action and we are committed to doing so.

## **2. Staff**

This policy primarily covers pupils of the School. For details of how we specifically support staff in this area, please refer to the Equality Policy (Employees).

## **3. Pupils**

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

We have an Admissions Policy and a Special Educational Needs and Disability Policy (see our policies on the website) which seek to remove barriers to entry to our School for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming School in accordance with our Admissions Policy.

We regularly review and take steps to improve the physical environment of the School in order to increase the extent to which pupils with disabilities are able to take advantage of education and associated services offered by the School. Some of our buildings are protected by English Heritage listing schemes which may result in access being limited to certain parts of those buildings. For those with limited ability, wherever possible, we will make arrangements to overcome these barriers.

We can provide written information to pupils with disabilities in ways that are user friendly, and fully support their learning experience, in line with needs identified via the admissions and learning support procedures.

We support our teaching and non-teaching staff with appropriate training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both

our staff and our pupils and ensure that, wherever possible, examples of disability are portrayed positively in teaching materials, and through School trips (both residential and as part of the term time programme of activities).

For current information on the kinds of known medical conditions pupils have that are catered for at the School, or for any general queries about learning support, please contact the School Office who will be able to direct you to the appropriate person.

We seek to ensure that all our pupils, including those with known medical conditions, are fully integrated into school life and participate in the whole curriculum including co-curricular activities (such as School trips). To seek to achieve this, reasonable adjustments may be made as appropriate; we cannot therefore guarantee that every activity will be accessible to all.

The School reviews its policies, procedures and facilities, and updates the accessibility plan and the Special Educational Needs and Disability Policy, and these are reviewed annually by the School Committee.

#### **4. Action Plan**

The following have been carefully considered and informed the reviewing of the attached Accessibility Plan found at Appendix I of this policy.

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Co-curricular
- Physical School environment
- Educational visits
- Sporting education and activities
- Welfare
- Staff training

The plan relates to the following ISI Regulatory Standards on special educational needs and disability:

4i)

<b>ISI Regulatory Standard – Schedule 10 of the Equality Act 2010</b>	<b>Description</b>
Equality Act 2010 Schedule 10 3. (2) (a)	Increasing the extent to which disabled pupils can participate in the School’s curriculum;
Equality Act 2010 Schedule 10 3. (2) (b)	Improving the physical environment of the School for the purposes 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.
Equality Act 2010 Schedule 10 3. (2) (c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

## 5. Compliance and Monitoring arrangements

This policy will be subject to a thorough review process including considerations at the Education and Compliance and Risk Committees on an annual basis. This will ensure that practice across the whole school is in line with this policy, the Complaints procedure and with current guidance and legislation.

## Action Plan – Improving access to the physical environment

Target	Action Required	Lead	Target Completion (short/medium/long term or continuous)	Progress
Internal & external lighting improvements	Convert all lighting to LED and increase external lighting provision	Operations Bursar	Short Term	All internal lighting swapped for LED in April 2022. External lighting swapped for LED and additional lighting added – completed May 2024
Accessible toilet facilities	Improve accessible toilet provision across both sites	Head of Estates	Short Term	Complete – additional facilities installed as part of Science Block refurbishment.
Accessibility considerations to any refurbishments as part of new ongoing maintenance plan	Ensure that all self-delivered and contractor remedial works seek to improve accessibility for the users wherever possible	Operations Bursar	Continuous	Science Lecture Theatre refurbishment includes wheelchair seating and ramp access. All future projects to have accessibility focus. Project delivery priorities based on School need and progress through 10-year plan.
Improve access to changing facilities at the Prep School	Refurbishment will improve the design of changing and toilet facilities	Head of Estates	Short Term	Completed 2020
General disabled access	Desire to improve general access across the sites due to the number of split-level areas and external staircases as a result of site topography	Operations Bursar / Head of Estates	Long Term	Detailed review of options carried out with architects. Further discussions required on future direction.
Replace worn carpet in Languages block and flooring in T-block	Replace all classroom, corridor and stair carpeting in Languages block to provide smooth level surfacing throughout. Replace worn/damaged flooring on ground floor of T-block	Head of Estates	Short Term	Completed 2022

Replace flooring in corridors adjacent to House Rooms in Marrayott Block	As part of House Room modernisation – replace all flooring to provide smooth surfacing throughout	Operations Bursar	Short Term	Completed Summer 2023
Pre-Prep building enhancements	Improve ventilation and emergency exit provision in pre-prep building.	Operations Bursar	Short Term	Completed Summer 2023
Review of all emergency exit signage	All emergency exits are to be reviewed to ensure clear and consistent signage to aid evacuation when necessary	Head of Estates	Short Term	All signage has been reviewed and where necessary replaced – Trinity 2023
Ensure Prep waterfall pond is accessible	Replace timber decking with secure composite solution to include rope barriers to enable use by all.	Head of Estates	Short Term	Completed Easter 2024

### Action Plan – Improving access to the curriculum

Target	Action Required	Lead	Target Completion (short/medium/long term or continuous)	Progress
Ensure all students can access all elements of the curriculum	Support plans in place reviewed by learning support department – auxiliary aids and services to be purchased to support access for pupils with disability as part of support plan	Assistant Head Learning Support and Pupil Development	Continuous	The specific needs of students constantly change as do adaptations required so this item will remain ongoing
Improve ways in which curriculum can be accessed	Launch of Bring Your Own Device (BYOD) to enhance teaching methods and improve accessibility to the curriculum	Deputy Head Academic, Head of IT	Medium Term	Launched September 2023
All out-of-school activities are planned to ensure the	All out-of-school activities will be conducted in an inclusive	Director of Co-	Continuous	Looked at on a case-by-case basis

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participation of the whole range of students	environment with providers that comply with all current and future legislative requirements.  Through a thorough risk assessment, ensure that all trips are accessible prior to confirmation of viability.	curricular, EVC		

### Action Plan – Improving access to information

Target	Action Required	Lead	Target Completion (short/medium/long term or continuous)	Progress
Improve information available to pupils with disabilities	Use of digital technology to support converting written information into alternative formats. Liaise with Examinations Office to ensure Exam Access Arrangements are secured for all students to whom it is applicable	Head of Computing, Exams Officer, Assistant Head Learning Support and Pupil Development Heads of Department	Continuous	Case by case basis. Launch of BYOD in September 2023 supports.  Scanning from copiers has Optical Character Recognition enabling documents to be converted into an editable format.  Pupils are increasingly supported via modifications that are enabled via their laptop / device, including but not limited to speech-to-text, changing of typeface and size, as well as background colour
Enhance staff awareness of successful teaching practices for pupils with specific learning difficulties such as ADHD and dyslexia.	CPD to be offered to staff in inset days	Assistant Head Learning Support and Pupil Development	Short Term	




**\* Target timescales:**

Short term – 1 to 2 years;

Medium term – 3 to 5 years;

Long term - 6 years plus

Continuous – require ongoing, constant review