



## **Accessibility Plan (SENDA) – 2024-2027**

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Next Review: This plan will be reviewed every three years or at the next revision of the School Development Plan.

**This plan applies all pupils in the school, including EYFS**

## **Accessibility Plan (SENDA) – 2024-2027**

The Pilgrims' School recognises its responsibilities in accordance with the Equality Act 2010 and as far as is reasonably possible and practicable, will adopt a positive approach to making the school more accessible in terms of:

- Admissions
- The curriculum, both the taught and the wider curriculum
- Associated services, including after-school care and extra-curricular activities
- Behaviour and discipline policies
- Premises

However, there is a need to recognise the unique setting of the school, and that the historic buildings which contribute so much to its character and operations do not provide easily for the needs of pupils or others with restricted mobility. Nevertheless, this plan identifies positive steps that can be taken (identified below) and undertakes to include accessibility as an aspect of all future building projects, improvements and refurbishment planning.

The Accessibility Plan is subject to a three yearly schedule of review and revision, with annual monitoring and review to assess provision for disabled pupils and progress in implementing the Plan. The Estates and Facilities Manager (through the Health & Safety Committee) is responsible for co-ordinating the implementation of the Plan with specific responsibility for physical requirements. The Deputy Head (Academic) is responsible for the implementation of other aspects of the Plan, including the dissemination of information to staff.

Risk assessments and procedures are in place to include the assessment of the individual needs of disabled pupils, and a personal emergency evacuation plan (PEEP) is agreed with pupils and parents when deemed necessary/appropriate.

### **Curriculum Access**

Curriculum access is addressed on a case by case basis. The school encourages the parents of those for whom special curricular access arrangements may be necessary to visit the school at the earliest opportunity to discuss how the prospective pupil's needs may best be met, both during the application process and after admission. It is also the case that school is aware of occasional access needs or restrictions on movement. This is provided for in an assessment of need by the Head or Estates and Facilities Manager and School Nurse, then lesson locations and facilities access are adjusted accordingly. This discussion leads to an evaluation based around the following headings:

1. Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum.
2. Improving the delivery to disabled pupils,
  - a. within a reasonable time, and
  - b. in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for pupils who are not disabled.

3. Improving the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services provided or offered by the School.

## SENDA PLAN 2024-2027

<b>1. Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum.</b>			
<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Date completed / Progress</b>
Improve the admissions process for students with Specific Learning Difficulties (SpLDs).	Review information given by parents and previous schools of new entrants.	Improved transition for students with SpLDs <b>Action:</b> Admissions Team & Learning Support Department	Ongoing
Training for teachers on adapting the curriculum for individual needs.	Undertake an audit of staff training requirements and provide training where identified as required.	All teachers can more fully meet the requirements of the disabled pupil's need with regards to accessing the curriculum. <b>Action:</b> Deputy Head (Academic) / Head of Learning Support/INSET	Reviewed annually.  INSET in January 25, on 'Navigating and Supporting Neurodiversity and Neurodivergence'
	Review the specific needs for the pupil in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that the pupil has equality of access to the life preparation learning. The use of other professional partners is also made available. <b>Action:</b> Head of Learning Support and Deputy Head (Academic).	Ongoing
All out-of-school activities including school trips are	Review all out-of-school provision to ensure compliance with legislation and to ensure	All out-of-school activities will be conducted in an inclusive environment	Ongoing

planned and risk assessed to ensure the participation of all pupils, where possible.	access available to pupils with disabilities.	with providers that comply with all current and future legislation. <b>Action:</b> Teaching staff.	
Classrooms are optimally organised to promote the participation and independence of the pupil.	Review and implement a preferred layout of furniture/equipment to support the learning process in individual class bases.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. <b>Action:</b> Teaching staff with reference to Dep Head (Academic) and Head of Learning Support.	Ongoing (reviewed on a termly basis)
Training for raising awareness of disability issues.	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	All staff working in this area receive adequate training and advice. <b>Action:</b> Deputy Head (Pastoral) / INSET	

**2. Improving the delivery to disabled pupils,  
a. within a reasonable time, and  
b. in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for pupils who are not disabled.**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Date completed / Progress</b>
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LA/other external organisations for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes. <b>Action:</b> Deputy Head (Academic); Head of Learning Support	Reviewed annually
Review documentation with a view of ensuring accessibility for pupils with visual impairment. (EHCP)	Seek advice from external organisations regarding alternative formats and use of IT software to produce customised materials.	All school information available for all. <b>Action:</b> Head of Learning Support; Deputy Head	Reviewed annually.

		(Academic); Teaching staff	
Improve access to information provided for those with hearing impairments.	Seek advice from external organisations regarding alternative methods available. Liaise with pupil to determine specific requirements. Provide equipment such as hearing loops to facilitate access in all areas of the school.	Improved access to information for pupils, parents and visitors with hearing impairments. <b>Action:</b> Head of Learning Support and Deputy Head (Academic)	Reviewed annually.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses including disability etiquette training.	Awareness of target group raised. <b>Action:</b> Deputy Head (Pastoral) /INSET, Director of Finance & Resources	Reviewed annually.

#### Access to Premises:

Access to the premises is addressed on an individual basis. The school encourages the parents of those for whom special access arrangements may be necessary to visit the school at the earliest opportunity to discuss how the prospective pupil's needs may best be met, both during the application process and after admission. An individual risk assessment is created alongside a Personal Emergency Evacuation Plan (PEEP) where required both of which are discussed with the pupil's parents and the pupil.

#### Physical Access and Facilities:

<b>3. Improving the physical environment of the School for the purpose of increasing the extent to which disabled pupils can take advantage of education and associated services provided or offered by the School.</b>			
			<b>Date completed / Progress</b>
Continue to ensure that individual risk assessments and PEEPs are provided for pupils with disabilities across both school sites.	To ensure compliance with legislation and to ensure access available to pupils with disabilities.	Awareness of staff of the specific needs of the pupil. <b>Action:</b> Estates and Facilities Manager, School Nurse.	Ongoing
Ensure that the accessibility plan is reviewed annually and before refurbishments are undertaken to ensure that actions identified can be considered and undertaken as part of the	To ensure compliance with legislation and to ensure access available to pupils with disabilities both current and those who	Improved/ considered accessibility to the school environment for pupils with disabilities.	Ongoing

refurbishments where possible and where deemed necessary.	may join the school in the future.	<b>Action:</b> Estates and Facilities Manager.	
Raise the awareness of adults working at and for the school regarding access requirements for different types of disability.	All staff working in this area receive adequate training and advice.	Whole school community aware of issues relating to access. <b>Action:</b> Director of Finance & Resources, Deputy Head (Pastoral)/ INSET	