



## Accessibility Plan for 2023-2026

This plan is written under the requirements of the Special Educational Needs and Disability Act 2001, the Equality Act 2010 and SEND Code of Practice (2015) and sets out the school strategy on improving access for students with disabilities including those with learning difficulties. It covers three aspects:

- increasing the extent to which students with special educational needs and disabilities (SEND) can participate in the whole curriculum
- improving the provision of High Quality Teaching (HQT) to meet the emerging needs for those students with SEND
- improving the physical environment of the school in order to increase the extent to which students with SEND are able to take advantage of education and associated services offered by the school

The School is committed to meeting the legislative requirements, providing access as defined above and nurturing a culture of inclusion, support and awareness. The School will treat students with disabilities equally, and will take reasonable steps to avoid putting disabled pupils at a disadvantage in matters of admission and education. See also the School policies on Equality, Admissions, and Special Educational Needs & Disabilities.

Target	Strategies	Outcomes	Timeframe	SLT/ SENCO Review 2025
Identification of students with barriers to learning	<ul style="list-style-type: none"> <li>• Consult with students, parents, SENCo, Heads of Year/Key Stage, Deputy Head, Junior Deputy Head and all Staff to gain assessments and feedback on individual students.</li> <li>• Follow stipulations in any Education, Health &amp; Care Plan [EHCP], medical and emotional information and any other Learning Profiles for current students with SEND and look at information given on prospective students.</li> <li>• Consult with Subject Leaders (SLs) re any areas of their curriculum which pose difficulties for particular students.</li> <li>• All staff to keep a particular eye on new students to detect any SEND issues not already known about.</li> <li>• Buy in help from locally assigned experts (eg Educational Psychologist, School Nurse, Hearing/Visual Impairment Specialist, CAMHS and other medical and emotional support) to advise and do assessments where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff adapt teaching and feedback for specific barriers to learning of individual students.</li> <li>• Staff providing HQT to maximise opportunity for learning for all.</li> <li>• Experts offering advice on how best to support these students.</li> <li>• Students who need support identified and appropriate support in place.</li> <li>• Adaptive Teaching – evidence based EEF 5-a-day strategies to increase access for all.</li> <li>• Specialist help available to students.</li> </ul>	Now and ongoing	Achieved and ongoing. Relationships developed with hospitals, support agencies and other specialists. Well established focus and support for mental health issues.

Implementation of SEND Code of Practice 2015	<ul style="list-style-type: none"> <li>• SENCo to use the Assess, Plan Do and Review model and guidance from Local Authority experts for interventions to support each SEND student</li> <li>• SENCo to keep SEND register updated and train staff as appropriate to implement suggested support.</li> <li>• Adaptive Teaching as part of HQT to improve access to learning for all.</li> <li>• Ensure Teaching Assistants fully trained and able to provide high quality notes for hearing impaired students and other students with SEND as applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• School operating in line with current good practice.</li> <li>• Training for staff on supporting SEND students.</li> <li>• Scrutiny of results of SEND students, compared with others and nationally.</li> <li>• Students getting better access to the whole curriculum and school experience.</li> </ul>	Ongoing	Achieved and ongoing. Training for new TAs and cover supervisor in supporting those with hearing impairment and SEND as applicable.
Inclusive practice across school -	<ul style="list-style-type: none"> <li>• Shared vision of SEND provision – shared understanding of neurodiversity and barriers to learning.</li> <li>• Teachers notice and are curious about how their students learn. Use EEF's 5 strategies to enhance access: explicit teaching, scaffolding, IT, metacognition and flexible grouping.</li> <li>• Teachers understand explicit link between each adaptive teaching approach and challenges faced by students with SEND.</li> </ul>	<ul style="list-style-type: none"> <li>• SEND provision monitored to ensure individual support is current and appropriate.</li> <li>• SEND students feel supported</li> <li>• Student voice is strong</li> <li>• Self-advocacy is encouraged.</li> </ul>	Now and ongoing	Achieved and ongoing. CPD for teaching staff focused on EEF strategies of scaffolding, metacognition
Exam scripts to be accessible to all	<ul style="list-style-type: none"> <li>• SLs and Exams Officer to liaise with Exam Boards, enlarging or modifying scripts as appropriate.</li> <li>• SLs to ensure internal exams are likewise accessible to all.</li> <li>• Extra time and other access arrangements organised as appropriate for internal and external exams, including entrance exams, in line with JCQ guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Exams presented to students in a way which all can access.</li> <li>• Appropriate arrangements in place for each individual.</li> </ul>	Now and ongoing	Achieved and ongoing.
Exams to be accessed in the best way for all.	<ul style="list-style-type: none"> <li>• Junior Deputy Head and Director of Studies to liaise with Exams Officer and SENCo re access arrangements for exams in line with JCQ regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate access to exams for those for whom a learning or medical barrier impacts learning.</li> </ul>	Now and ongoing	Achieved and ongoing.

<p>Improve access to the physical environment over time, with planned works in designated areas year on year</p>	<ul style="list-style-type: none"> <li>• Ask visitors for their accessibility needs in advance of arrival, and signing in on Inventory in case of fire evacuation</li> <li>• Plan to apply for capital funding bids to support this programme where appropriate.</li> <li>• Plan the other future areas of the School which would benefit from increased access, as part of capital works planning, including consideration of acoustic improvements (including induction loops in Bigwood Hall – there is already one in Main Hall). Plan the sequencing and then implement.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased accessibility for those with hearing impairments.</li> <li>• Increased accessibility to all areas of the School.</li> <li>• Accessibility features in all new builds.</li> <li>• Improved ease of disabled access for all throughout the site.</li> <li>• Improved access for disabled staff / visitors</li> <li>• Plan in place to continue to improve facilities for accessibility</li> </ul>	<p>Now and ongoing</p>	<p>Achieved and ongoing.</p> <p>Strobes into corridors linked to the fire system that will activate in an emergency evacuation were fitted.</p> <p>Toilets in the Main Building and Bigwood have been adapted to be suitable for disabled use.</p> <p>Disabled parking space has been marked out in the Bigwood circle. Query raised with Barnet Council re a disabled parking space at the front of the school.</p> <p>CIF Bid used to resurface the front Quad and improve access for wheelchair user; completed in 2023-4.</p> <p>Lifting platforms in two wings are operational and inspected every 3 months by the maintenance contractor and twice a year by the school insurer.</p>
--	--	--	------------------------	--

This policy is reviewed annually by the SENCO and Senior Leadership Team. It was reviewed and updated in December 2025.

The Accessibility Plan is due to be reviewed by governors in December 2026.