



Accessibility Plan

Policy reviewed by	Bursar
Date Reviewed on	9th May 2025
Next Review Date Due	May 2026

Related Policies

This document should be read in conjunction with:

- Admissions Policy
- Disability and Accessibility Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Mission Statement and Aims
- SEND Policy

Ethos and Introduction

Edge Grove acknowledges its duty towards pupils, staff, parents, Governors and members of the wider community who have a disability. Where pupils or prospective pupils are concerned the School acknowledges its non-discrimination and planning duty under the Special Education Needs and Disability Act 2001 and also the Equality Act of 2010.

The Equality Act 2010 retains the definition of disability as: "A physical or mental impairment which has a substantial and long term adverse impact on a person's ability to carry out normal everyday activities." In particular the School recognises that it must:

- not treat pupils with a disability less favourably unless, in the case of indirect discrimination, it is a proportionate means of achieving a legitimate aim;
- take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage in matters of admission and education.

Edge Grove 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 which seeks 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 as indicated by our mission statement.

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. In recent years we have provided ramps at the entrances to all the school buildings.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials and this is reinforced with pupils through PSHE and assemblies.

Background to the Accessibility Plan

The School's layout and facilities:

- The Junior Department has access for wheelchair users.
- The Main School covers a wide range of buildings; some of which are listed Grade 2 and many of which are unsuited to development for accessibility. In particular:
 - **Jubilee Classroom Block** – this has two floors and no lift although the staircase is of a helpful layout.
 - **Stable Block** – is a heritage/listed building & also has 2 floors and a narrow restricted stairway for access and a steep metal staircase as an external fire escape.
 - **Science Block & access between Science & Jubilee Block** - ramps and astro paths installed allowing wheelchair access.
 - **Apthorp Building** – The new single storey building for the Lower School incorporates full DDA compliance. Astro paths and zebra crossing allows safe passage to the building for wheelchair users.
 - **First Floor Main House** - access to the first floor of the main house at this stage would be difficult to achieve, as the main building is listed and subject to stringent conservation controls. Planning for an alternative venue for pupils/staff unable to access the first floor.
 - **Sports Hall** – girls' changing room is reached via a long staircase with no alternative access. Disabled toilet facility is available on the ground floor with level access.

A pupil with severely restricted mobility may be unable to access some or all of the educational and recreational facilities that the school offers. Wherever practicable, in line with the Disability and Accessibility Policy, the School will make reasonable adjustments to the timetable to allow children with restricted mobility to attend accessible parts of the school. The school has 3 mobile ramps to allow access to other areas when needed.

The School has established a Disability Review Committee (for membership & Terms of Reference see the Disability & Accessibility Policy) and may co-opt additional members whose expertise in any field would be of assistance and this committee is responsible for drawing up and then reviewing the Accessibility Plan for the School.

Accessibility Plan

The plan will focus on:

- increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the school's curriculum;
- improving the physical environment of the school in order to increase the extent to which disabled persons – pupils, staff, parents, Governors, & visitors are able to take advantage of education and associated services offered by the school;
- improving the provision to disabled pupils & parents of information which is already in writing for pupils who are not disabled.

The school will review this plan on an annual basis to monitor and evaluate:

- The effectiveness of action taken
- Relevant targets
- Responses to any further legislative changes
- Maintenance of compliance with other relevant policies and legislation
- Affordability of planned measures.

Accessibility Plan Action Schedule

Access to Curriculum		
<u>Area</u>	<u>Actions & Resources Required</u>	<u>Implementation & Deadlines</u>
Acquire specialist sporting equipment	As needed – short term. Funding as required.	Director of Sport. Outline requirements identified but will depend upon specific disability(ies) when encountered.
Acquire specialist science equipment	As needed – short term. Funding as required.	HoD Science. Outline requirements identified including height adjustable tables (in situ from Sept 14) but will depend upon specific disability(ies) when encountered.
Ensure Timetabling Flexibility for children with disabilities if needed to remain in rooms/areas accessible to disability. They should be placed in an appropriate Tutor Group	As needed – short term. Funding as required.	Deputy Head Academic. Classrooms identified for disabled access.
SEND Provision. Ensure continued investment within the LS Department – staff & teaching resources.	Budgetary Provision on-going. Appropriate funding levels.	SENCO to liaise with Bursar & HM to ensure budget provision on an annual basis.
Learning Success Provision – regular meetings between LS Dept. and other teaching staff to share best practice.	Maintain process. Nil funding	Deputy Head Academic – current practice to be maintained.
Physical Environment		
<u>Area</u>	<u>Actions Required</u>	<u>Implementation & Deadlines</u>
Access to First Floor in main house	Due to the nature of building fabric the first floor is not suitable for children with a mobility disability – no lift, narrow/steep stairs, steps in corridors, steep external fire exits. Major project funding / fundraising.	Included in the long term school development plan. Main house non ground floor only used for peri music lessons, alternative area would be used.
Access to dining room and main house	Wheelchair access to the main house is now via the dining room (waterfield entrance).	
Adapted Minibus access/seating	All replacement minibuses to be wheelchair accessible. No additional funding to lease costs.	All 4 minibuses are now accessible to wheelchair users – September 2020

Adapted Furniture	As needed – short term. Funding as required.	
Specialist Manual Handling	As needed – short term. Funding as required.	Specialist training for maintenance & cleaning staff. To be updated as required for specific disabilities.
Facilitate access to stored materials in class	Staff to be aware of child limitations – keep materials & bags etc stored at appropriate levels/locations. Minimal funding.	Short term – disability dependent. Liaison between staff/maintenance.
New & refurbished buildings to be fully accessible to all disabled pupils.		
New equipment for teaching to be reviewed for suitability of use by pupils with disabilities prior to purchase.	On-going cultural emphasis required in purchasing. Short term – minimal funding implications	Particular application to ground floor classrooms.
Diffusing lights to be installed in computer rooms.	All classroom areas now have approved LED lighting in situ. September 2020.	Continue specification to all new build or refurbishment projects.
Faulty lights to be prioritized in maintenance programme.	On-going – already in place & agreed with Head of Maintenance.	
Delivery of Information		
IT – Use of larger screens and/or other specialist equipment & Windows accessibility software functionality – for pupils, staff and Governors as appropriate	As needed – short term. Funding as required.	

May 2025