



Accessibility Plan

for whole school including EYFS

Policy reviewed by	Bursar, Head, SENDCo
Date Reviewed on	May 2025
Next Review Date Due	May 2027

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
- Medical Conditions 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 - our site

The school caters for pupils age 3-13 with a variety of additional needs. Disabilities include physical difficulties, sensory impairments, ASD, medical needs, specific learning disabilities and moderate learning difficulties.

The School's layout and facilities:

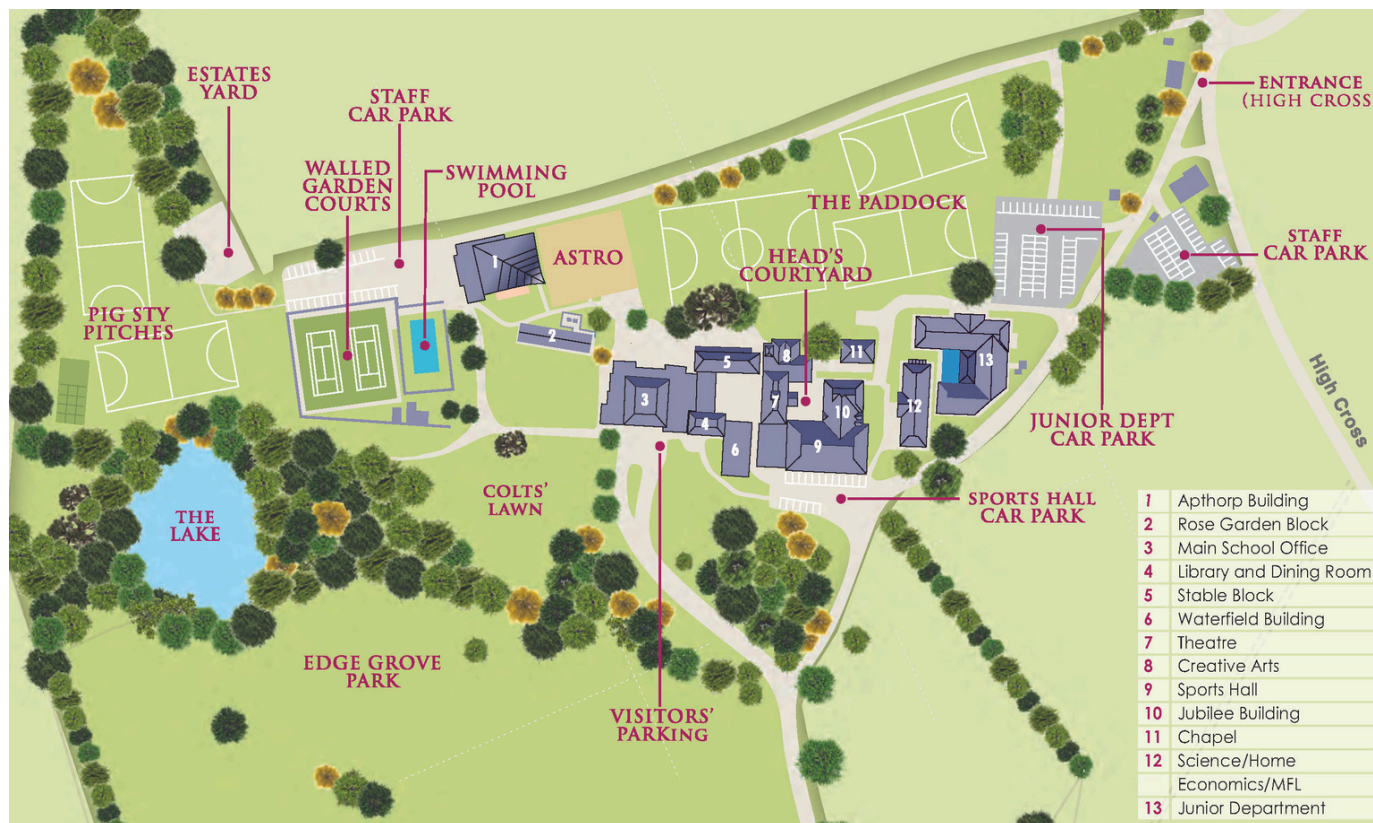
The School site covers a wide range of buildings; some of which are listed Grade 2 and are unsuited to development for accessibility;

- **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.
- **Junior Department** - is a single storey building and has access for wheelchair users.
- **First Floor Main House** - access to the first floor of the main house from the front doors is one small step, the main building is listed and subject to stringent conservation controls. There is access into the dining room at the 'Waterfield' side of the main house and a ramp into the dining area, from which the library can be accessed with one step down and the patio doors from the library are one step down. From the dining room there is same level access to a set of pupil toilets and the kitchen.
- **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.
- **Waterfield Building** - Access to the Waterfield Building is via a small step, through a door next to the entrance to the Dining Room. The rooms inside this building are on one level, and include the Health Centre (where the School Nurses are based) and a toilet with a handrail.
- **Outdoor Swimming Pool** - Gated but access is the same level with a wide astroturf perimeter around the pool, changing rooms are located close by on the same level.

A pupil with severely restricted mobility may be unable to access some of the educational and recreational facilities that the school offers but a full journey throughout the key stages with an enriched curriculum is achievable.

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. When planning for building work enhanced access for pupils is always a consideration.

The School has established a EDI Parent, Governor and Staff Committee who meet regularly to discuss priorities for improving access to the physical environment and wider school life, alongside practical considerations and resource planning.



Edge Grove School Map

Roles and responsibilities

We will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired

- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The governing board are responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan and performing annual audits to ensure access to: curriculum, physical environment and information.

The headteacher are responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO are responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members are responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils and those with protected characteristics to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

Three-Year Accessibility Plan (2025 –2028)

Edge Grove School is committed to fostering an inclusive environment in which all pupils, including those with disabilities and learning difficulties, are able to participate fully in school life. This three-year Accessibility Plan outlines the School's strategic approach to improving access to the curriculum, the physical environment and information, in accordance with the Equality Act 2010.

1. Increasing Access to the Curriculum

The School will continue to develop inclusive teaching practices to ensure that disabled pupils are able to access the curriculum as fully as possible. This will include ongoing staff training in inclusive strategies, reasonable adjustments to teaching and assessment, and the effective use of support staff and specialist interventions where required. Curriculum planning will take account of individual needs, enabling pupils to engage, achieve and make progress alongside their peers.

2. Improving the Physical Environment

The School will maintain and, where practicable, improve the accessibility of its buildings and grounds. Planned site developments and maintenance works will consider accessibility as a core principle, including access routes, signage, lighting and classroom layouts. Reasonable adjustments will be made to support access for pupils, staff, parents, governors and visitors with disabilities, within the constraints of the School's site and resources.

3. Improving Access to Information

The School will ensure that information provided to pupils and parents is accessible and inclusive. Written information will be made available in alternative formats where required, and the School will continue to use a range of communication methods to support understanding. Staff will work closely with parents and pupils to ensure that individual communication needs are identified and met in a timely and supportive manner.

This plan will be implemented through annual action points and reviewed each year by senior leaders to evaluate impact, ensure continued compliance with statutory requirements, and confirm that planned measures remain proportionate, effective and affordable.

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 2025-2028

Access to Curriculum				
Aim	Current good Practice	Actions and Time Frame	Who is responsible	Review
<p>Increase access to the curriculum for students with a disability by:</p> <ul style="list-style-type: none"> * Raising awareness and understanding about supporting students with a disability. * Improving ease of access to student information to make systems more efficient * SENDCo and Deputy Head academic to work with Subject Leaders to ensure the curriculum in each subject area is accessible to all students. * SENDCo and Deputy Head academic to work with staff to ensure wave 1 and wave 2 interventions are in place in all classrooms. * Ensure the right interventions are in place to provide additional support to access the curriculum * To ensure representation of a wide range of cultures and genders within the curriculum and wider school environment 	<p>Neurodiversity champions who share thoughts and information regarding a range of Neurodiverse conditions.</p> <p>Our school has a strong, broad and balanced curriculum offer for all students. Strategic deployment of LSA team by the SENDCo.</p> <p>Students with additional needs have a Pupil Passport which informs all staff how to support them in the classroom.</p> <p>Adaptations to timetables allows safe movement and there is access to a range of specialist equipment where needed and addresses other emotional or sensory difficulties that mean children may be facing.</p> <p>One clear system to share information available to all staff.</p> <p>Quality Assurance in place including student voice.</p> <p>Curriculum resources, displays, assemblies and reading materials reflect a range of cultures, family structures and genders in an age-appropriate and respectful way. Staff are encouraged to reflect on representation in lesson planning and to challenge stereotypes where they arise. Feedback from pupils, parents, staff and the EDI Committee helps inform ongoing development.</p>	<p>Increase parent voice through coffee mornings and ENDCO surgeries with parents- By July 2026</p> <p>SENDCo/FTs to update student support plans on termly basis.</p> <p>Reviewing of data for all students after each data collection-Half-termly/termly</p> <p>Continued and targeted support for members of staff where needed in best practice for Neurodivergent-Ongoing</p> <p>Continue to review curriculum resources and displays to ensure representation remains inclusive and reflective of the school community.</p> <p>Use feedback from the EDI Committee and pupil voice to inform future planning and staff discussions.-Ongoing</p>	<p>SENDCo, Assistant Head Academic, Form tutors. Senior Leadership Team, SENDCO, EDI Committee, Subject Leaders</p>	

Ensure SEND and Medical register and information on children with additional is regularly updated.	<p>Maintain an up-to-date SEND register reflecting all pupils currently receiving support.</p> <p>Add relevant notes and updates to the SEND register as developments occur.</p> <p>Maintain a “Medical Concern Lists”, which is shared with relevant members of staff at the beginning of the year, and as it is updated.</p> <p>Maintain a “Medical Concern Lists”, which is shared with relevant members of staff at the beginning of the year, and as it is updated.</p> <p>Follow the “Medical Conditions Policy” to ensure that Individual Healthcare Plans are in place when a pupil is enrolled, or if a pupil is diagnosed with a new health condition. IHPs are shared with staff on a “need to know” basis.</p> <p>Make sure SEND and medical needs are easily accessible and signposted on SchoolBase and the shared drive for teachers and learning assistants.</p>	Ongoing and frequently at least termly Monitoring	SENDCo, Nurse	
Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation.	<p>Children with additional needs are accessing clubs of their choices with the correct planning and support.</p> <p>SENDCo to audit clubs each term to ensure they are SEND friendly.</p> <p>Risk assessments put in place if needed.</p> <p>Organising extra support for clubs if required.</p>	Ongoing and frequently termly monitoring.	Assistant head Co-Curricular, SENDCo	

Ensure specialist equipment is regularly reviewed and maintained on an annual basis.	Specialist equipment is in place and maintained, with annual reviews undertaken to ensure it remains safe and fit for purpose.	Allocate budget and time for the servicing, repair and replacement of specialist equipment, liaising with external providers where required- As necessary	SENDCo and Bursar	
Ensure all members of the SEND team are appropriately trained, competent and qualified to support students with physical disabilities.	<p>Members of SEND team receive appropriate training to safely support pupils with physical disabilities and mobility needs</p> <p>Provide ongoing training for SEND staff and relevant wider staff on moving and handling, use of specialist equipment, and supporting pupils with physical disabilities.</p> <p>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</p>	<p>Provide ongoing training for SEND staff in moving and handling- Every 2 years unless needs of pupils change.</p> <p>Yearly</p>	SENDCo, Bursar	
Put effective health care plans in place for identified student.	Individual Healthcare Plans are established for identified pupils and are reviewed regularly in line with needs and the Medical Conditions Policy.	Ongoing	School Nurse, SENDCo	
To ensure health care plans are clearly communicated and accessible to all relevant staff.	Health care plans are shared with relevant staff to ensure consistent and informed support across the school day.	Maintain a central system for storing and sharing health care plans so that all relevant staff can access them easily and securely- March 2026	School Nurse	
Interventions are used appropriately to help children make progress in targeted areas and skill	<p>Children may be referred to interventions either through teacher judgement or following a review of data when they are below the threshold. Interventions will run for a set period of either 6 or 12 weeks.</p> <p>Intervention success is tracked and monitored frequently and adaptations made as necessary.</p>	Continue half termly monitoring of intervention outcomes.	SENDCo, Assistant SENDCo	

	Interventions are strategically staffed to ensure optimum outcomes for pupils with SEND.			
Evaluate day and residential trips	<p>Gather all relevant information before submitting plans on EVOLVE.</p> <p>Conduct pre-visits, especially for residential trips with SEND children.</p> <p>Complete risk assessments that include all children and outline appropriate support.</p> <p>Ensure SEND children can fully access and participate in the trip.</p> <p>Review and adjust plans as needed to maintain safety and inclusion.</p>	Assistant Head Co-Curricular to ensure at least one member of learning support to present on trips- as from Jan 2026	SENCo, Assistant Head Co Curricular	
Provide ongoing staff training in inclusive teaching strategies and reasonable adjustments	Staff demonstrate confidence in inclusive practice; pupils access learning effectively	Ongoing and frequently / termly monitoring, managing and improving.	Head, SENDCo	
Physical Environment				
<u>Aim</u>	<u>Current Good practice</u>	<u>Actions Required</u>	<u>Who is responsible</u>	<u>Date of completion</u>
To ensure equitable access to the schools physical environment for all pupils, staff and visitors.	Wheelchair access available to the main house available through the dining room (waterfield entrance).	<p>Access to First Floor in main house</p> <p>The board room is the only room on the 1st floor that a pupil may require access to for an extraordinary event, a different meeting room could easily be arranged (Library)</p>	Bursar, Site Manager	August 2023

		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.		
To ensure equitable access to schools physical equipment for all pupils, staff and visitors.	<p>The school environment is routinely adapted to meet the physical needs of pupils and staff, ensuring access across all areas of the site.</p> <p>Conduct annual audits of the school site and Specialist equipment, with actions recorded and addressed through the premises and SEND development plans.</p>	<p>Acquire specialist sporting equipment and appropriate seating for Science/Art block- By Feb 2025</p> <p>IT – Use of larger screens and/or other specialist equipment & Windows accessibility software functionality – for pupils, staff and Governors as appropriate</p>	SENDCo, Bursar, Site Manager	Specialist chairs now in place for science and art block Feb 2025 . Continue frequent monitoring of chairs to ensure they meet all necessary safety requirements and are working appropriately.
To provide adapted Minibus access/seating		All replacement minibuses to be wheelchair accessible. No additional funding to lease costs.	Bursar, Site Manager	All 4 minibuses are now accessible to wheelchair users
To ensure disabled access toilet for pupils	There are two disabled toilets located on the ground floor in Jubilee and Apthorp. Some toilets are equipped with handrails to support accessibility.	<p>Ongoing monitoring and maintenance of toilets, as they are updated look to increase the number of accessible toilets.</p> <p>Long term Goal - 2028/29</p>	Site Manager, SENDCo	
To provide disabled parking bays	Disabled parking bay is clearly marked in the car park and is accessible and unobstructed at all times.	Ongoing - daily checks	Maintenance Team	

Ensure Health and Safety signage is suitable for nonreaders, is clear and well situated.	Pupils are able to navigate the school regardless of any disability	Ongoing- daily checks	Bursar	
To support pupils who wish to pray or observe religious practices during the school day	Reasonable adjustments are made on an individual basis, in consultation with pupils and families, to support religious observance. Where appropriate, a quiet space is identified at agreed times, taking account of supervision and safeguarding considerations.	Continue to respond flexibly to requests for prayer provision as they arise. Review arrangements regularly to ensure they remain appropriate, respectful and aligned with safeguarding expectations.	Senior Leadership Team, SENDCo, Pastoral Leads	
To provide safe and respectful access to toilet facilities for pupils who may prefer to use gender-neutral toilets	Gender-neutral toilet facilities are available where possible. Requests are considered sensitively on an individual basis, with a focus on pupil wellbeing, dignity, privacy and safeguarding. Decisions are made in partnership with parents and, where appropriate, relevant professionals.	Maintain a case-by-case approach to requests for gender-neutral toilet use. Review facilities and arrangements as part of ongoing accessibility planning and pastoral review.	Senior Leadership Team, SENDCo, Pastoral Leads, Site Manager	
To ensure safe specialist Manual Handling	Specialist training for maintenance & cleaning staff to be updated as required for specific disabilities .	Ongoing-Reviewed by Bursar.	Bursar	
To 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.	Ongoing- Reviewed termly	SENDCo	
New equipment for teaching to be reviewed for suitability of use by pupils with disabilities and protected characteristics prior to purchase.	On-going cultural emphasis required in purchasing. Short term – minimal funding implications	Ongoing - Reviewed by admin staff responsible for ordering resources as necessary.	Bursar	
Audit site accessibility (buildings, routes, signage, lighting)			Bursar and Head	

This will include: <ul style="list-style-type: none"> • Incorporate accessibility considerations into planned maintenance and capital projects • Ensure classroom layouts and learning spaces can be adapted to meet individual needs • Review emergency evacuation procedures to ensure accessibility for all 		Ongoing - Annually reviewed by Bursar and Head		
Delivery of Information				
Aim	Current Good practice	Actions Required	Who is responsible	Date of completion
To ensure that pupils with visual and/or hearing impairments can access the curriculum, school environment, and wider school life on an equal basis with their peers: <ul style="list-style-type: none"> • Provide information in alternative formats where required (e.g. large print, electronic formats) • Review communication methods to ensure clarity and inclusivity • Liaise with parents to identify and respond to individual communication needs • Ensure website content remains accessible and up to date. 	Ensure classrooms and shared areas have clear signage, good lighting, and minimal visual clutter. Provide learning materials in accessible formats (e.g. enlarged print, coloured overlays, visual supports). Use visual timetables, clear board work, and written instructions to support understanding. Seat pupils strategically to support hearing and sight lines. Reduce background noise in classrooms where possible and promote good acoustic practice. Use assistive technology where required (e.g., laptops, tablets). LSA support when required.	Liaise with external specialists (e.g. sensory support services) as needed.	Bursar, SENDCo and Head	

<p>To ensure that pupils with EAL and their families can access delivery of information in school and through school communication.</p>	<p>Translated materials for families with English as an additional language</p> <p>We are aware that our school systems may be unfamiliar to some families.</p> <p>We identify families who may need regular support by monitoring and reviewing access of information by asking families (informally or via surveys) if information is clear.</p> <p>We check whether:</p> <p>Letters are being returned</p> <p>Events are attended</p> <p>Deadlines are met</p> <p>and adjust delivery methods as needed.</p>	<p>Ask families how they prefer to receive information (written, verbal, digital)- by Sept 2026</p> <p>Create a central list of families who require this ongoing support that is accessible to all staff- By July 2026</p>	<p>Deputy head Pastoral, SENDCo</p>	
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