



AMESBURY SCHOOL
HINDHEAD

DISABILITY POLICY AND THREE-YEAR ACCESSIBILITY PLAN

Disability Policy and Three-Year Accessibility Plan

September 2022 – September 2025

1. Introduction

Amesbury ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

The policy is designed to support one of our primary objectives, namely to enable pupils with different abilities, aptitudes and interests, to study at the school and to feel equally valued.

Amesbury ('the School') is committed to the equal treatment of all pupils including those with special educational needs ('SEND') and disabilities. This policy works towards eliminating disadvantages for pupils with SEND and disabilities by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision
- not treating disabled pupils less favourably than their peers
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education
- ensuring that pupils with SEND and disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEND and disabilities
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

In drawing up this policy, the School has had regard to the following guidance and advice (in so far as they apply to the School):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Statutory framework for the early years foundation stage

This policy should be read in conjunction with the School's Admissions Policy and Equal Opportunities Policy.

2. School Ethos: Feeling Equally Valued

Pupils benefit from knowing that at Amesbury their worth is rooted in who they are rather than in what they can do.

We aim to communicate to each child that they are an individual, with a unique blend of gifts and talents, emotions and needs and it is this individuality that gives them immeasurable worth. This belief is reflected in the school aims and provides the foundation upon which pastoral care at Amesbury is built.

The school provides a specific set of systems, procedures, and programmes to promote effective pastoral care. However, the provision of pastoral care is most effective when it is all-pervasive and fully integrated into the fabric of the school. Of critical importance to this is the quality of relationships that exist between the staff and the pupils. When the time comes to leave, each child will do so with their confidence high, skills sharpened and personality rounded, ready and able to engage successfully with the world around them.

3. Definition of special educational needs

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or early years providers;
- are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in the School's EAL Policy.

4. Definition of disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Not all pupils who have SEN are disabled. Not all disabled pupils have SEND.

5. Governor and staff responsibilities

The governing body is responsible for determining school policy and provision for pupils with SEND and disabilities.

The Head is responsible for overseeing all aspects of the School's SEND provision and keeping the governing body fully informed of the implementation of the School's policy in practice.

The Special Educational Needs Coordinator/Head of Learning Support responsibilities include:

- determining the strategic development of the SEND and disability policy and provision in the School, together with the Head and governing body
- having overall day-to-day responsibility for the operation of the SEND and disability policy
- coordinating specific provision for children with SEND and disabilities, including those who have EHC plans
- ensuring all staff understand their responsibilities to children with SEND and the School's approach to identifying and meeting SEND
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- ensuring parental insights are considered by the School to support their child's SEND and disability
- liaising with the School Medical team, external professionals or agencies, as appropriate
- ensuring that the School keeps records of all pupils with SEND up to date via the SEND Register

The School's Learning Support Department consists of two specialist teachers, a specialist assistant and two primary trained teachers, one with a NASENCo qualification and the other with a CELTA EAL qualification.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

6. Identifying and supporting pupils with SEND and disabilities

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEND and disabilities. The School regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEND (and should not automatically lead to a pupil being recorded as having SEND). However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support, 'little and often' small group support or withdrawn small group or individual support

The School may request parents to obtain a formal assessment of their child (such as by an educational psychologist, childhood/clinical psychologist or specialist assessor's report), the cost of which will usually be borne by the parents. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received.

If there are significant emerging concerns, or identified SEND or disability, the School will take action to put appropriate special educational provision in place taking into account any advice from specialists. Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Due weight will also be given to a pupil's wishes (according to their age, maturity, and capability).

Arrangements for special educational provision and support are made through the School's graduated approach to SEND support: assess - plan - do - review:

- 6.1 Assess: The School will carry out an analysis of the child's needs so that support can be matched to need. We use CAT4 Tests for cognitive ability, internal assessments such as Progress Tests in English and Maths, PIRA Comprehension & PUMA Maths tests, as well as the outcomes of school examinations. We use targeted learning records for English and Maths support only, if children are receiving withdrawn group or one-to-one support. Learning support staff also write a report for the end of the Michaelmas and Trinity Terms, and attend Parent Evenings. If not already done so the School may, in consultation with parents, engage external agencies and professionals to help assess the child's needs and advise on any support needed. Any specialist advice received will usually be discussed with the child's parents.
- 6.2 Plan: Where it is decided to provide SEND support, the subject teacher, Head of Learning Support and learning support staff will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded in the school's SEND Register in iSAMS, as well as in the SEND General, Administration and Pupil Information Team.
- 6.3 Do: Teachers will work closely with the Head of Learning Support and with learning support staff to assess and monitor the targeted plan of support, the impact of support and interventions in place for the child.

- 6.4 Review: The effectiveness of any support and its impact on the child's progress will be reviewed termly, OR as agreed between the School and parents. Teachers, working with the Head of Learning Support, will revise the impact and quality of the support and interventions considering the pupil's progress and development, and will decide on any changes to the support in consultation with parents and the pupil (as appropriate).

The School recognises that some pupils with a SEND may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater.

7. Recording progress of pupils with SEND

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities, or where they have an Education Health Care Plan. This will be recorded by way of a Provision Map. This is drawn up in consultation with the pupil's subject teachers, the Head of SEND, the Head of Mental Health and Wellbeing (if applicable), any external professionals, the pupil and their parents, and kept in iSAMS and in the SEND Team. The Provision Map contains key information such as:

- Progress and attainment level
- Outcome sought
- Teaching strategies
- The additional or different provision of support in place
- Involvement of any specialists or professionals
- Information the pupil would like to share about themselves, eg. strengths, weaknesses, diagnosed learning difficulties, disabilities, or medical conditions and what these mean to the pupil and how these affect them (if appropriate)
- Date the Provision Map was drawn up and date for annual review if this applies to an EHC Plan.

The Provision Map may be amended as and when circumstances change and at the request of the pupil (if appropriate), parent, teacher, Head of SEND.

The School will measure the overall progress of pupils with SEND at the end of the various key stages.

8. Early Years Provision

The School monitors progress of all pupils in the Early Years Foundation Stage ('EYFS'). The designated teacher responsible for coordinating SEND provision in the EYFS setting is the Head of Pre-Prep. The child's form teacher will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

9. The school's SEND provision

The School's SEND provision currently includes: in-class scaffolding and first quality teaching, support with teaching assistants, particularly in Years 1 - 6 in English and Maths only, 'little and often' intervention groups for Years 3 – 6 at various stages through the academic year, additional individual or small group lessons taken by specialist teachers, which are chargeable.

Further aspects relating to SEND provision:

9.1 Admissions

The School welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.

The School will treat every application from a SEND and disabled pupil in a fair, open-minded way. However, the School will assess all pupils for admission based on its standard selection criteria.

The School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with disabilities, SEND or learning difficulties are advised to discuss their child's requirements with the School before the School considers the application for a place. Parents are asked to provide a copy of a medical report or educational psychologist's report to support a request, for example, for large print material, extra time, use of laptops or other special arrangements. Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SEND and disabilities (if known) through discussion and meetings with parents, consideration of any professional reports and references from previous schools, assessment of the pupil at a taster day, as appropriate.

An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The School will always consider its obligations under the Equality Act 2010.

The School's Admissions Policy can be found on the website and is available on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEND and/or a disability.

9.2 Withdrawal

Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate a disabled pupil or meet their needs, the School may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances and the acceptance deposit returned.

9.3 Pupils with an Education Health Care Plan ('EHC Plan')

The needs of most pupils with SEND will be met effectively through the School's SEND support. However, where the child or young person has not made expected progress despite the SEND support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances, charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

9.4 Bullying and behavioural issues

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum, Life Skills, The Amesbury Award and in assemblies the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEN may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEND and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

9.5 Concerns

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify either their child's Form Teacher, Head of Year, or the Head of Learning Support if their child's progress or behaviour gives cause for concern.

9.6 Review

The School will review this policy on an annual basis to ensure the School meets the needs of those pupils with SEND and/or disabilities.

10. Aims of the Accessibility Plan

- Increase the extent to which disabled pupils can participate in the school curriculum.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils can take advantage of the whole educational package, facilities, and services on offer at the school.
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

11. Accountability

The Education Sub-Committee of governors has primary oversight of Pastoral and Curriculum matters and is responsible for monitoring the effective implementation and evaluation of 17b and for reporting to the full governing body. It is also evaluated and reviewed by the Building and Finance Sub-Committees.

The School's senior management have been central to the drawing up of the School's plan. They have considered the following when developing and reviewing the plan:

Admissions, Attainment, Attendance, Exclusions, Education, Extra-curricular activities, Governing body representation, Physical school environment, Selection and recruitment of staff, Sporting education and activities, Staff training and Welfare.

The School regularly conducts an audit of our provision for pupils with special educational needs and/or disabilities with a discussion of staff and pupils.

The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

12. How the plan is reviewed and monitored

The School's SLT team consider and address recommendations for inclusion in the plan. These recommendations include input from the SEND Team, the Health and Safety committee and the document is then placed on the agenda for the meeting of the governing body. Costings must be allocated to the various aspects of the plan, together with clear timeframes for completion of the various elements.

13. Development of the School Estate

The Governing Body of Amesbury is fully committed to a programme of premises development in addition to a continuing, structured, preventative maintenance programme.

As Trustees governors recognise the value of actively investing and enhancing the estate, ensuring well-maintained and purposeful grounds and premises and support this by the appointment of an effective and experienced building committee with adequate resources to enable the school to implement 17b.

The School's Strategic Plan explicitly links our 17b policy with Strategic Objectives 1 and 3: *To create a learning environment which truly inspires pupils and creates future ready facilities. In turn this will allow Amesbury to provide the platform for a forward-thinking education and to continue to develop in all Amesburians a greater sense of personal wellbeing.* The Amesbury Development Plan 2022 described the phased development of the school 2022 - 2025.

Governors believe that this commitment to development offers a highly efficient and effective method for meeting relevant Disability Legislation. Above and beyond strategic capital investment, monies are also used from the maintenance budget to improve accessibility for pupils with impaired mobility.

This plan has been produced after a review of arrangements for improving accessibility with Amesbury and an audit of the school for accessibility was completed in September 2022.

14. The School Estate

Amesbury is located on a 34-acre estate with several buildings. At the centre of the school is The Lutyens Building, a Grade 2* listed building of 'National Significance'. Year 1 and Year 2 classrooms are based on the first floor of this building. Due to the listed nature of this building we are severely restricted in our ability to improve access to this building by altering the fabric of the building.

However, there has been significant capital investment over the last decade in terms of a Sports Hall, Academic Block (Y3-Y8), Performing Arts Centre all of which provides for good disabled access. The ground floors of all these buildings have good disabled access arrangements.

Lift access to the first floor of the Academic Block was installed in the Summer term 2017. Wheelchair access into the EYFS building is reasonable and this was enhanced for the start of the academic year 2016-2017 with the re-development of the EYFS Reception Classes.

A Pavilion / Dance Studio (opened October 2014), Visual Arts Centre (Opened September 2015 and new Library (opened 2019) all have excellent disabled access.

Disabled access to the Lutyen's building was created when the Well Being Hub was developed in 2019.

Although Amesbury is not required to provide auxiliary aids and services or to make changes to existing buildings, we endeavour to make all reasonable adjustments, whilst through our school development we are keen to improve staff understanding of the requirements of disabled pupils.

15. The Curriculum

The major challenge in terms of disabled access at Amesbury, in many ways has less to do with the buildings and more to do with the curriculum, and the focus on subject specialist teaching.

This emphasis on subject specialist teaching from an early age requires children from Y2 onwards to move around the school. This can be very tiring for pupils with severely restricted mobility. A significant amount of curriculum time is devoted to team games (four-five hours per week) and there is little opportunity for children to participate in alternative solo sports such as archery, or swimming (we do not have our own swimming pool and ad hoc access to more local swimming pools has proven to be extremely difficult) etc.

This means that a pupil may be unable to access some of the education and recreational facilities that the school offers. This can put a child at a disadvantage. However, our experience has shown that with commitment and compromise, the problems are not insurmountable.

With the installation of a lift in the Academic Block lessons which are equipment dependent (for example use of the Senior Science labs) are possible. It can be the case that for lessons that are not equipment dependent, these can be moved to larger ground floor classrooms. Each case can be judged on the circumstances pertaining at the time.

Some of these matters cannot be remedied in any substantial way by reasonable adjustments short of making alterations to the physical features of the school at a prohibitive cost, or by changing the nature of the curriculum / timetable and by doing so missing out on the benefits that subject specialism allows.

It is recognised that the curriculum should be accessible for those with disabilities. Pupils who have EHC Plans or who have been diagnosed with a learning disability are provided for according to their needs (refer to the Special Educational Needs and Disability Policy). It is understood that not all pupils are disabled by their SEND needs and vice versa.

16. Admissions

Amesbury welcomes all children who can access the opportunities that we can offer and can flourish in the caring environment of the school, including those who would need support in order to do so, provided that the support required is reasonable and practicable. (See Admissions Policy)

Treating every child as an individual is important to us and we welcome pupils with physical disabilities if they are able to cope with the site with a reasonable level of support.

We advise parents of children with physical disabilities to discuss their child's requirements with us before he or she visits for an assessment, so that we can make adequate provisions for him/her.

The school does provide pupils with support by way of the following: large print examination papers if required,, extra time to complete the examination paper, specific software, computers, and some provision for an adult reader/computer reader or typing/scribing/dictating during examinations etc. All children in Years 5-8 have their own school laptop, with additional laptop or tablet provision made elsewhere in the school where support requires and if appropriate.

17. Vehicular Access

Disabled parking is provided in the Pre-Prep and Prep car parks and from September 2015, as an indirect consequence of the new Visual Arts building opening, additional parking space which has enabled the school to increase the amount of disabled parking throughout the school.

18. Paths

Wheelchairs have access via paths to most areas of the school, and pathways have recently been re-routed and re-developed to improve access. The re-routing of the central school pathways from September 2017 provides easier access throughout the school.

19. Toilet Facilities

Disabled toilets are situated in the Sports Hall, 1st Floor of the New Academic Block. New disabled lavatory facilities were provided in the Academic Building in April 2015.

20. Lockers

A purpose-built locker space for pupils in Y6-Y8 (completed May 2016 and September 2023) makes corridors more accessible and enables pupils in Y6-Y8 easier access to their lockers.

21. Medical

The School employs a qualified School Nurse and the medical regulations are detailed in the First Aid and Medical Policies:

- Signed parental consent is required for the Nurse to administer prescribed medicines for medical disabilities such as asthma and diabetes.
- Amesbury operates a policy of food being nut-free and will provide meals for those with special dietary requirements.
- All classrooms have digital projectors and/or large TV screens that ease the viewing of subject matter for those with a sight impediment. Larger print course notes and examination papers will be introduced as and when appropriate.
- The provision of hearing loops has been considered, but with the geographical and dispersed nature of the classrooms, it is neither practical nor financially viable for the school to install such a provision now. However, such a facility will be considered in improvement plans to existing buildings and in the provision for new development.

22. Welfare

We inform all staff of any pupils with disabilities and of the need to be aware of potential difficulties such as:

- Bullying (see Anti-Bullying Policy)
- Non-integration into Forms
- Mental Health and Behaviour in Schools
- Pupils with Medical Conditions

The primary points of contact for matters relating to pastoral care are as follows:-

- Class Teacher/Form Tutor
- Head of Section
- Head of Pre-prep
- Deputy Head, Pastoral

23. Activities and Trips

The school encourages all pupils to attend a variety of trips and activities. These may be sporting, cultural or adventurous. At most venues the programme of activities can be modified to facilitate participation regardless of disability. Staffing ratios can be adjusted to provide extra help when necessary. Occasionally it may be considered that the welfare of the pupil with a particular disability cannot be guaranteed due to the nature of the disability and the specific environment and terrain. In such circumstances it may not be possible to provide a suitable level for supervision and care to enable the pupil to participate in the activity safely.

24. Boarding

Amesbury offers Year 5-8 an occasional residential flexible boarding experience. We have a maximum capacity of twelve beds, which are situated on the 2nd floor of the Lutyens Building. Due to the listed nature of this building, we are severely restricted in our ability to improve access to this floor by altering the fabric of the building.

The current boarding calendar is as follows:

- Monday Y7/8 Girls
- Tuesday Y7/8 Boys
- Wednesday Y5/6 Girls
- Thursday Y5/6 Boys

Boarding at Amesbury aims to offer a place where all children can learn, play, and rest whilst also being encouraged to develop responsibility and express their individuality. They will learn respect and consideration towards the immediate and wider community in which they live during their time with us, and we hope boarding will be a happy place for all boarders to be.

With boarding we aim to promote equality of opportunity and access. The School will work with parents/carers to ensure that the needs of children/young people are met, and a key aspect of this work will be to ensure that their accessibility needs are recognised and valued at the school by promoting equality of opportunity, good relations and positive attitudes between people. The principles of this Policy apply to all members of the school community – children/young people, staff, the Governing Body, and parents/carers.

25. Increasing the extent to which disabled pupils can participate in the curriculum

As budgets allow:

The school will develop a unified Special Educational Needs and Disability Policy throughout all its sections, and aim to ensure:

- That all disabled pupils, including those with learning difficulties, can participate in the whole curriculum as fully as possible.

- Where physical access to the site is difficult for a pupil, the school will be proactive in enabling access. Accordingly, the pupils with relevant disabilities will, where possible have access to ground floor classrooms (if necessary) and consideration for their needs will be given in the writing of the timetable / set allocation etc.
- That pupil documents can be printed in larger / coloured text
- Every reasonable effort will be made to purchase equipment that meets the needs of any disabled pupil.

26. Improving the delivery of information to disabled pupils and parents

As budgets allow and so far as is practicable:

- The school will arrange for documents to be provided to prospective parents who have a disability in a form that meet their need, if so requested.
- All school documents will be made available in large print format on request.
- The school will provide CPD for all teachers to support them in better communication with pupils who require learning support or other disabilities.
- The school will continue to invest in classroom technology, to better facilitate communication to pupils with LDD and other disabilities, specifically:
 - To enable clear provision of images and text in large, printed format
 - To enable the use of high-quality audio/visual materials
 - To make easily available printed handouts of appropriate clarity

27. Improving the physical environment of the school

As budgets allow:

The school will establish where improvements can be made, and a prioritised list will be drawn up:

- The school will undertake an annual fire safety risk assessment and update the school's fire evacuation plan for disabled pupils.
- The school will aim to make newly constructed buildings fully accessible to disabled pupils.
- All conversions to existing areas of the school will be considered regarding disabled access and every reasonable effort made to improve access within the scope of the work.

SEPTEMBER 2022-SEPTEMBER 2025

Objective 1: Increase the extent to which disabled pupils can participate in the school curriculum.

Area of Focus	Action Required	Timing Staff Responsibility Governor Report	Costing (If Available)	Review Date
Departmental Documentation	To ensure adequate consideration is given to all SEND issues (esp.ref disability) in departmental handbooks/SoW, future policy development, MTPs to ensure maximum opportunity for access	Michaelmas 2023 SR: HoSEND/DHA/HoPP GR: EdCom	N/A	Michaelmas 2024 HoSEND & DHA liaises with HoD.
Staff Training	Broaden the day-to-day knowledge and understanding of staff in relation to disabilities through the development of skills from INSET and visiting speakers	Ongoing/Termly SR: HoSEND/DHA GR: EdCom	Up to £1000	Lent 2025 (TR has already organised staff training for ADHD and Autism in Girls)
Staff Development & Further Training	To arrange annual disability awareness training for all staff (Common Room & Ancillary Staff) provided by the School's Clinical Psychologist	Ongoing SR: DHP & SCP GR: EdCom	N/A	Trinity 2024
Special Events/Trips	Review risk assessments and trip organisation to ensure equality of access to all opportunities, with specific reference to pupils currently in the school ref. e.g.International tours, residential trips, day trips to challenging environments (river measuring)	Ongoing SR: Trip Organiser /Bursar GR: EdCom	N/A	Michaelmas 2024
Combined Disability & SEND Audit	Repeat a single whole school Disability & Special Needs Audit	Trinity 2024 SR: HoSEND/DHA GR: EdCom	N/A	Lent 2025

SEPTEMBER 2022-SEPTEMBER 2025

Objective 2: Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of the whole educational package, facilities and services on offer at the school.

Area of Focus	Action Required	Timescale Staff Responsibility Governor Report	Costing (If Available)	Review Date
Pathways	Phased Development of Amesbury Quad including phased realignment of all relevant pathways.	Michaelmas 2022 SR: Bursar GR: Building Com	(£75000)	Ongoing
Current Academic Building & New Academic Spaces	Ref.Strategic Objective 'Amesbury Learning Environment'. Audit of space, requirements including disability, access.	Ongoing SR: HoSEND/DHA GR: Building Com	TBC	Lent 2023
Risk Assessments	Ensure disability compliance in context of Fire Risk Assessments & general risk assessment (specifically for internal performances).	Ongoing SR: Bursar GR: Building Com	N/A	Lent 2023 (Risk Assessment training of staff through Educare arranged)
Specialised Learning Area/Wellbeing Hub	Ref.Strategic Objective 'Emotionally Healthy'. Continue to consider use of ASC Room and enhancing medical centre space.	Michaelmas 2022 SR: DHP/School Nurse GR: Building Com	TBC	Michaelmas 2023

SEPTEMBER 2022-SEPTEMBER 2025

Objective 3: Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Area of Focus	Action Required	Timescale Staff Responsibility Governor Report	Costing (If Available)	Review Date
Staff Awareness / Training / skills	Continue to introduce opportunities to build awareness and develop in-house skills, through links with local schools (if appropriate) & using expert practitioners.	Ongoing SR: DHA/HoSEND GR: EdCom	TBC	Ongoing
IT Department	Review introduction of new IT devices, as well as current functionality (Website, School portals) in the context of disability issues as they relate to pupils/prospective and current pupils.	Ongoing SR: DHA/HoSEND/HofComp GR: EdCom	N/A	Michaelmas 2024
IT Vision Statement & Practice	Ref.Research on disability issues for update of IT Vision Statement and Policy.	Lent 2022 SR: DHA/HoSEND GR: ITCOM	N/A	Ongoing
Curriculum: -Sport	Increase accessibility and introduce opportunities for all students to build awareness.	Ongoing SR: AHO/HoSport GR: EdCom	N/A	Michaelmas 2024
Classroom Space	Provision of specialist equipment & teaching assistance to ensure greater accessibility.	Ongoing SR: HoSEND/DHA GR: EdCom	N/A	Ongoing
Admissions	Review all current information sent to prospective parents in the context of disability issues.	Ongoing SR: H/HoM&A GR: Full Governors	N/A	Done
Marketing	Review all current marketing information sent to prospective and current parents in the context of disability issues. To include website / signage. Updated to include in all new school publications	Ongoing SR: H/HoM&A GR: Full Governors	N/A	Ongoing