



ACCESSIBILITY PLAN

Responsibility: Director of Finance and Operations (DFO) and Assistant Head (Teaching & Learning Centre)

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AIMS OF THE ACCESSIBILITY PLAN:

1. To ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises
2. To reduce and eliminate barriers to accessing the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability
3. To ensure compliance with all relevant legislation connected to this policy and school policies e.g. SEN; Recruitment; Health and Safety
4. To share good practice and actively seek information in order to improve accessibility policy and provision.
5. Clayesmore acknowledges its duty towards pupils, staff (teaching and support), parents and guardians, Governors and members of the wider community. Where pupils and prospective pupils are concerned, the school acknowledges its non-discrimination and planning duties under the Special Educational Needs and Disability Act 2001 (SENDA) and Equality Act 2010, and updates.
6. We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life. In all areas of the school, we operate a policy of equal opportunity and equity in all matters of gender, race, disability, sexual orientation, social background and religion.
7. We believe that a person has a disability if: 'he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to

carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.’ (Equality Act 2010)

ACCESSIBILITY TO EDUCATION

8. The Admissions Policy is widely inclusive and we welcome pupils of all abilities who can manage a curriculum leading to Common Entrance (or equivalent) within the Prep School and GCSEs in the Senior School. The focus of our admissions procedure is to discover whether a prospective pupil is able and willing to make the most of the opportunities at Clayesmore, and to be able to do so in such a way that enables others to do so too.
9. Reasonable adjustment is made for all pupils regardless of physical or learning difficulties. In determining the adjustments that can be made we will consider: the extent to which the applicant can access all or most of the curriculum; the cost and practicality of taking a particular step to enable a child to attend the school; the extent to which aids and services will be provided to disabled pupils and the school under the relevant sections of the most recent Education Act and any other relevant legislation; any health and safety requirements; and the interests of other pupils who may be admitted to the school.
10. The School asks parents/guardians to complete the Registration Form and to disclose whether their son/daughter/ward has a disability, special educational need(s) or medical condition. The parents/guardians will then receive a medical form in respect of a prospective pupil requesting further detailed information about their child. In assessing any pupil or prospective pupil the School may take such advice and require such assessments as it deems appropriate. Subject to this, the School will be sensitive to any issues of confidentiality.
11. Where it is practicable to make reasonable adjustments based on the information given and advice received, to enable a prospective pupil to take up a place at the School, and to satisfy criteria outlined above, the School is committed to providing these reasonable adjustments in the assessment process.
12. The School will have a consultation meeting with the parents/guardians following assessment to define the reasonable adjustments the School is committed to provide, discuss any additional services, and make arrangements for review meetings to monitor progress.
13. The School provides support and intervention for pupils with SEN within the School fees with the exception of specialist teaching within the TLC (Teaching and Learning Centre) and 1:1 support in classrooms.
14. Clayesmore aims to improve the school’s physical environment to facilitate access to the wider curriculum and, where relevant, to improve the delivery of written information to disabled pupils within a reasonable timeframe.

FULL PARTICIPATION IN SCHOOL CURRICULUM

15. With consideration to budget restrictions and reasonable expectations, the School will maintain and encourage a unified SEN and Disability policy approach throughout to include:
16. Full disclosure of relevant information at transfer.
17. Meeting of and sharing information between SEN teachers, class teachers and form tutors in order to share best practice.
18. A commitment to specialist training for medical staff to support any pupil with a specific medical need.
19. Access will be provided for specialist help to occur which is reasonable and practicable.
20. Where physical access to the site is difficult for a prospective pupil, the School recognises the need to be proactive in enabling such access. The Head will arrange for assessment to be carried out in a ground floor room and will adapt the assessment papers to suit the pupil where reasonably practicable.
21. The timetable will be constructed to appreciate any pupil or pupils specific needs such that reasonable consideration is given to the rooms that meet those needs which might not always be in the TLC classrooms. Pupils assessed as having specific educational or medical needs may need additional reasonable time between lessons for breaks or to move around the site. Other considerations could apply e.g. boarders could require a PEEP (personal emergency evacuation plan) to ensure that additional consideration is given to their safe exit from buildings in case of an emergency.

INFORMATION FOR PUPILS

22. The School already successfully caters for many pupils with specific educational needs and chronic medical conditions. Prospective parents/guardians who have a disability, or a son/daughter/ward with a disability, will be provided with documentation in a format which meets the needs of the individual, as requested. For example, all school documents can be available in large print format.
23. In order to continue to improve communication with pupils with SEN or disabilities, training for staff will be given. The school's information management system (iSAMS) gives staff knowledge of a pupil's strengths and weaknesses, and any other relevant information, to improve support and provision of information. A * will appear next to the name of the pupil to alert staff to an individual need. Medical information is held in SMI. Provision Map Software is used in the senior school and is the new operating system to disseminate SEN information to all staff. Individual Education Plans will be available live to parents. Provision Map is currently under implementation in the Prep School (Spring '24). The key benefits are centralising the accessibility of SEN information for the wider teaching staff.

ACCESSIBILITY OF THE ENVIRONMENT

24. Clayesmore recognise that buildings and facilities need to be of a high standard which are safe and suitable to the needs of pupils, staff and visitors now and in the future.
25. The School was founded in 1896 and acquired its present location, Iwerne Manor, in 1933. The site encompasses around 62 acres and about 35 buildings. Most general teaching activities, sports, dining and boarding are carried out on this site with some additional premises within close proximity. All of the buildings and grounds are actively considered from a perspective of pupil/adult accessibility to ensure that the education and facilities are available to all.
26. New and refurbished facilities take into account physical access requirements. However, the School is not required to provide auxiliary aids and services or to make physical changes to the existing buildings. Every reasonable step will be taken to improve access for all.
27. Currently, a pupil, member of staff or visitor with restricted mobility may be unable to access certain classrooms, parts of the boarding houses and some of the educational and recreational facilities that the School offers. When the School goes off site, it may not always be possible to transport a pupil in the School minibus, or in the hired coaches when bigger groups are travelling. Alternative ways of transporting children with physical disabilities will be sought when the need arises.

FUTURE IMPROVEMENTS TO THE ACCESSIBILITY OF EDUCATION AND THE ENVIRONMENT

28. More recently constructed buildings including the Jubilee/Business School buildings, the Bower, Spinney Centre and Everett have been built sympathetically with a view to increased access to the physical environment and education for all. Improvement to the existing buildings is covered by long-term plans for ongoing maintenance and improvement. There is a commitment by Governors to upgrade facilities to enable all pupils, staff and visitors to work in a comfortable and safe environment.
29. Any new buildings or upgrade of facilities should be discussed with relevant staff (such as SENCO or the Health & Wellbeing Centre) to ensure comprehensive access is considered at the planning stage.
30. The School will identify the areas where access to areas needs to be improved if this is practicable as part of the planning process and the Long Term Costed Plan (LTCP).
31. The School will, as part of its statutory fire risk assessment, update any evacuation plans and emergency information. Any individual with a disability on site should have a PEEP (personal emergency evacuation plan) that ensures that where possible changes are made to accommodate their access to site and ensure that in an emergency they are provided with relevant assistance to ensure their safety.
32. The needs of those with disabilities will be fully considered when new equipment is purchased for teaching. Every reasonable effort will be made to purchase equipment that meets the needs of such pupils in a better way than the existing equipment it replaces.

- 33. Diffusing lights will be installed where computer use makes it necessary.
- 34. Faulty lighting will be replaced within 24 hours wherever possible. The Campus lighting will be upgraded wherever possible/viable.
- 35. When minibuses are replaced, consideration will be given to providing facilities for the disabled.
- 36. Specialist furniture and/or equipment will be provided when necessary once need has been identified.
- 37. All necessary staff will be provided with appropriate INSET training as requirements are identified.
- 38. Pupil/staff support and requirements will be met after assessment and specialist advice, whenever possible.
- 39. Specific Plans for future years are included in the Long Term Costed Plan. The School plans large-scale costing projects at least four years ahead as managed by the DFO. This shows all projects and specific references to improved physical access where applicable.

MONITORING THE IMPLEMENTATION AND EFFECTIVENESS OF THE POLICY

- 40. The School will keep this document under constant review to evaluate:
- 41. The effectiveness of the action taken in the previous school year
- 42. Relevant targets for the short, medium and long term. Proposed changes for the next academic year linked to financial planning
- 43. Responses to any legislative changes
- 44. Changes or expected changes linked to specific pupils' needs
- 45. Monitoring will be a constant process and the Governors, Head and DFO will make the necessary decisions, amendments and discuss planning, budget and other concerns.
- 46. Other key personnel such as the Assistant Head (Teaching and Learning Centre), the SENCOs, the Estates Manager, the Head of Compliance, Health & Wellbeing Centre staff and the Health & Safety Committee may raise specific action points to be reflected in the plan. Information from the Head of Compliance and Committee is included in reports to the Senior Leadership Team and to the Governors, with any specific points brought to their attention.
- 47. Before a pupil with special educational or medical requirement (particularly a chronic condition or one that restricts mobility around the School site) is offered a place, a panel will be convened, consisting of the relevant personnel which could include Head, CSS's Assistant Head (Teaching and Learning Centre), Assistant Heads (Prep), SENCOs, Health & Wellbeing Centre staff and DFO (if there are financial implications) to discuss implications, strategy and responsibility for cost.

SCHEDULE OF BUILDINGS WITH PHYSICAL ACCESS DETAILS

Chapel (Prep and Senior)

48. The access to the main door has been modified, with the entry steps removed and the pathway banked. Work was completed to increase the capacity of the building through installing two large fire exits. This has also made the building much more accessible. The final phase of the work is to ensure safe exit walkways are maintained and can be used by wheelchairs.

Devine House

49. Devine House is a boys' boarding house and it is situated away from the main site, in the village. The boys are accommodated on three floors. External door thresholds are raised and there is no lift between floors. Ground floor sleeping and bathroom facilities are available. However, the premises are reached from the school site by walking through the village, and the most direct route involves a set of steep steps.

Kings

50. Kings House is a 2 storey girls' boarding house. There isn't a lift and most entrance and exit doors have raised thresholds. The front entrance has been improved in this respect.

Main House/Wolverton

51. The Main House (Iwerne Manor) is a multi-storey building with a basement and has a girls' boarding house (Wolverton) on the upper floors. Access is limited, although a semi-permanent outside ramp is fitted at the rear entrance to allow wheelchair access to the ground floor. As the ramp is not a permanent fixture, it is regularly checked particularly prior to an event when a wheelchair user is expected.

Health & Wellbeing Centre (Prep and Senior)

52. This is a mixed single and two-storey building used by the School. The first floor is used for accommodating night duty nursing staff. The ground floor has bedrooms for pupils that are unwell.
53. Ramp access to the front door has been improved. Work was carried out to provide an isolation bedroom for improved privacy and comfort for those with a contagious illness. This bedroom has an en-suite facility with a sliding door to improve access.

Manor House and Gate House

54. Both of these houses are senior boys' boarding houses. Within both houses the boys are accommodated over two floors. There is no lift in either house. Entrance and exit doors all have raised thresholds. In Gate there are ground floor bedrooms and bathrooms available.

Music (Prep & Senior)

55. This is a single storey building used by both the Prep and Senior Schools. The floor levels are stepped, and the front of the building is also accessed via steps and door thresholds are raised. Some provision can be made to access the building e.g. through temporary ramps but this is a short-term fix for one off events.

Seddon Building - Prep School

56. This building has two storeys and access to the ground floor, including dormitories, is possible. There is a small ledge on the entrance and exit doors which would still be considered accessible by most users with reduced mobility and impaired vision. There is a prep school medical facility on the ground floor monitored by Matrons which is accessible. Access to the upper floor would not be possible as a lift is not in place. Currently lessons are relocated when required for access.

Everett Building - Prep School

57. The Everett building allows full access to those with reduced mobility as there is a passenger lift and disabled toilet available. An evac chair will be installed for emergency evacuation.

Teaching Blocks - Prep School

58. Access to outlying buildings (Art & Pottery and Design & Technology & French) may be possible via step free access but there is a small UPVC ledge within the doorframe.

Home Lodge

59. The buildings are currently under renovation (March 2024). Full consideration has been given to ensuring full accessibility for all students, staff and visitors.

Sports Centre (Prep & Senior)

60. The Sports Centre is a two storey building used by prep and senior school. At the rear of the building there are two fire exits which have raised thresholds. There is an external staircase which leads from the first floor to ground level. The side exit has a slightly raised threshold from the building and leads to a step up to the road. The other side exit has a slightly raised threshold and there are steps up to the level of the car park. The main entrance has a ramp into the ground floor of the building; there is an exit with a ramp leading to the car park. There is an internal stair lift. A new accessible toilet has been installed. An evac chair is available for emergency evacuation.

Teaching Blocks Senior School

61. The teaching blocks are a group of three single storey buildings housing Maths, English, Modern Languages, Food Preparation and Nutrition/Hospitality, and Design and Technology. All of these buildings have raised thresholds at the entrance, or steps immediately inside.

Theatre (Prep & Senior)

62. The theatre is used for drama lessons and the staging of plays. The exit doors all have raised thresholds. The entrance has a slightly raised slope. There is cantilevered seating facing a raised stage. There is space for a wheelchair user to watch at floor level. The emergency escape route for the lighting technician/technical box is via an external door and down a ladder attached to the outside wall. This is risk assessed and access is strictly limited. There are plans for a full refurbishment and extension in due course which take into account accessibility needs.

Social Centre

63. The social centre is a central hub with tuck shop and kitchen facilities, and is divided into 2 areas for both sixth form and years 9-11. The area is used predominantly for communal activities and events. One door (West Elevation) has slightly raised threshold, leading to access to a DDA compliant toilet facilities.

COMPLAINTS

64. Any complaints from parents/guardians of pupils, staff or visitors concerning accessibility should be made through the procedures set out in the complaints policy.

DEVELOPMENT TARGETS

65. The school is in the early stages of producing and implementing a new 3-5 year development plan for all areas of the school, and has formed a new Estate Development Group (EDG), with an aim to consider all school requirements, of which accessibility will be actively considered for all new buildings, as well as adjustments to existing buildings as and when required.
66. All new development projects and any required changes to existing buildings will follow the same process as above, in conjunction with advice from the Prep and Senior SENCO and Health & Wellbeing Centre.
67. The 3 Year Accessibility Action Plan (May 22 - May 25) is below. Clayesmore continuously monitors the above areas but has created an action plan which relates to the ISI Regulatory Standards Schedule 10 on special education needs and disability. All funding for estate projects are reviewed and approved termly by the Finance and General Purpose Committee.

Clayesmore School Accessibility 3 Year Action Plan (May 2022 – May 2025)

Target	Standard	Action Required	Lead	Target Completion / Cost
Improve knowledge of how to integrate disabled pupils	3 (2) (a)	Ensure reviewed for each prospective pupil	Deputy Head Academics, Assist Head Years 3-6, Assistant Head Years 7-8	Developing further awareness of how to support physically disabled pupils is an ongoing process and varies with each person's individual requirements. This is reviewed with each prospective pupil. Communication between Admissions and Deputy Head Academics and SENCO.
Appoint a Governor with specific responsibility for review of policies and procedures annually from the equity perspective	3 (2) (b)	Dayle Kirby has responsibility for equality, diversity and inclusion.	Clerk to the Governors	Governor appointed responsibility Summer 2022.
Improve physical access across the site	3 (2) (c)	Scope and cost accessibility options across the site	Head of Estates	Constant review of pathways for impairment. Problems are raised via tickets in the Every system. Daily
			Head of Estates Development HR	Ensure that each building has the necessary equipment to facilitate access. Plan to improve the speed at which ramps and other equipment can be deployed to support accessibility. Ensure appropriate staff training.

			<p>Head of Estates Development</p> <p>Chapel (Prep & Senior) Disabled Parking available next to the Chapel. Entrance already been made accessible. Signposting for the nearest disabled toilet in place (Spinney & Social Centre). Ramp access already exists</p> <p>Devine (boys boarding house) This building is situated away from the main site. Only Devine Boys visit this site. Other boy's houses are available on site. The current plan is to build a new 3rd boys house on site so no work relating to accessibility is currently anticipated for Devine. Short term measures could be implemented for short term disabilities.</p> <p>Kings Already accessible, ground floor bedrooms & social space. Aides may be added to the bathroom to assist a user. Automatic door access to be implemented (£1500 x 4) Target 1 year</p> <p>Wolverton Situated in the Main House, access is limited. Girls boarding DDA compliant is available in the Bower and Kings</p> <p>Bower Fully accessible (built 2012/13)</p> <p>Main House Listed building with limited access. Ramp fitted to the rear gives access to meeting rooms. Investigations continue to find an appropriate solution to provide a disabled toilet in the Main House. DDA compliance port-a-loos are hired for events and placed near the rear entrance.</p>
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			<p>Consider a motorised lift access (£14,360). Target further 12 – 18 months</p> <p>Seddon Building - Prep School</p> <p>Automatic opening to front door would improve access (£250) Target 12 months.</p> <p>Improvement to ground floor staff/visitor toilet to enable wheelchair access (£3,000 Target 12 months). Nearby disabled toilet facilities are available in the Everett Building.</p> <p>Everett Building Evac Chair required for emergency evacuation (£482) Target 3 months.</p> <p>Prep Teaching Blocks (Art, Pottery, DT, French) Shallow ramp required to enable access through door frame. (£100 x 4) Target 12 months</p> <p>Health & Wellbeing Centre (Prep & Senior) Existing ramp and accessibility improved. Wide access. Automatic doors would improve access (£150 x 3) Target 12 months</p> <p>Manor House No boarding on the ground floor. Forms part of the development plan of a 3rd boy's house on site or extension of Manor. This will be DDA compliant. Architects appointed. Target 3 years for new build</p> <p>Gate House Good access, wide doors. Automatic doors required (4 x £150) Ramp access to ground floor shower room. (£500) can be installed when required.</p>
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			<p>Music (prep and senior) Current step access. Remove to form ramp (£3000) access (not Ensemble as listed, permission required). Automatic doors required £150 x 4 (includes drum hut which is accessible) Target 12 -18 months</p> <p>Home Lodge/Coffee Shop Fully accessible, add automatic doors (£150 x 2).</p> <p>Sports Centre (Prep & Senior) Pool access – there is a lift/harness. Ensure staff training for use up to date. Showers are not DDA compliant. Create 1 Disabled shower/change Upgrade bathroom £5,000</p> <p>Teaching blocks Senior MFA classrooms are not accessible. Adapt doors, narrow corridor. Change thresholds in conjunction with automatic door controls. Consideration to be given to this – a feasibility study will be required. Timetable would be amended to accommodate the language classes for a student. DT has steps but can be accessed by rear ramp. Door widening required for full wheelchair access. £3000 Evac chair in Jubilee building (£483) as lift out of action during fire. In place.</p> <p>Theatre (Prep & Senior) Undergoing review for redevelopment, architect appointed and has brief to ensure DDA compliant. Currently the stage is not accessible to those with a mobility impairment. Feasibility study required to enable short term access. Access to lighting and sound area not currently available.</p>
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				<p>Feasibility study required. Project has commenced.</p> <p>Social Centre One low level threshold on west elevation giving access to communal space and DDA compliant facilities. Consider reducing threshold.</p> <p>Dining Hall (Prep & Senior) Access is via the west elevation. Remove part of stage and install ramp down to servery. Create pathway along South Lawn. Estimate £10,000 (Target 18 months)</p> <p>Art School (Senior) Offsite but accessible on ground floor. Timetable change required for printing room. Listed building Governors have approved sale of this building and movement to an onsite location in the next 3 years. Valuations obtained.</p>
Assess new admissions to the school – open discussions regarding requirements and disabilities	3 (2) D	Assessment of each new intake and visitor	Admissions registrar SENCO	<p>The disabled pupils in the school currently have access to information which is readily available to those who are not disabled. Access arrangements for exams are assessed by appropriately qualified assessor. Consultation with prospective pupils and parents to highlight any accessibility concerns and develop a plan.</p> <p>Staff are proactive in identifying ways of enhancing the experience for visitors with impairments. Recent example of golf buggy used to assist visiting prospective parents to view the site.</p>
Monitor existing conditions and	3 (2) D	Always under review	Deputy Head Academic SENCO	Continuous review and consultation with pupils and parents.

development of disability				
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