

## Accessibility Policy – Whole School

### Diversity, Equality & Inclusivity Statement:

The commitment to diversity, equality, and inclusivity is at the heart of our values at Austin Friars. Equality means creating an environment where pupils have the chance to achieve their full potential, free from barriers, prejudice, and discrimination. Inclusion is about recognising that each pupil is unique and that their needs can be met in different ways. Diversity means recognising, respecting, and celebrating the added value that differences bring. Our unwavering dedication to our school values – Truth, Love and Unity - is how we fulfil our mission at Austin Friars. It is through our commitment to diversity, equality, and inclusivity that our pupils are empowered to be authentic and succeed.

### Accessibility Plan

This policy applies to all phases of the School from EYFS to VI Form.

### Legislation and guidance

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. [Learning Support Policy.pdf](#) sets out the School's policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

### Definition of disability and scope of the plan

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).

The School's Learning Support Policy] outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

The School's Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum. This includes teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes entry into the school.
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School. This includes improvements to the physical environment of the school and physical aids to access education, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more

accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. [Equa opportunities \(incl EYFS\).pdf](#)

The plan will be made available online on the school website, [and paper copies are available upon request.]

### **Aims**

Austin Friars thrives 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 School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The School acknowledges its duty to pupils, staff, parents and members of the wider community who have a disability.

- Central to the School's philosophy is the provision of an environment rich with extra-curricular activity.
- The School asks parents to disclose whether their child has a disability, special educational need, medical condition or any special circumstances prior to their assessment for entry to the School. The School is then able to support every pupil as appropriate.
- 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.
- The School is committed to providing reasonable adjustments based upon the information given and advice received, to enable a prospective pupil to take up a place at Austin Friars and to satisfy the admissions criteria outlined above.
- As part of its commitment to support every pupil, the School provides specialist teaching through the Learning Support Department. Where the School agrees to provide services in addition, parents will be charged for this service at a level that reasonably reflects the cost to the School of providing that service. Details of costs will be provided in writing.
- Once offered a place, the School asks parents to complete a Registration Form and to disclose whether their child has a disability, special educational need, medical condition or any special circumstances. All parents are therefore asked to complete a detailed information sheet about their child before they enter the School

### **General**

The School will review the accessibility plan on a tri-annual basis:

- To monitor and evaluate the effectiveness of action taken in the previous plan.
- To set relevant targets for the next plan.
- To respond to any further legislative changes.
- The School will make a log of all reasonable adjustments made under this plan and it will be available to interested parties.

### **Other relevant policies**

The Accessibility Plan should be read in conjunction with the following school policies:

Learning Support Policy  
EAL Policy  
Safeguarding Policy  
Admissions Policy  
Behaviour Policy  
Health and Safety Policy  
Curriculum Policy  
Equal Opportunities Policy,

In deciding if an adjustment is reasonable the School will consider various factors including:

- The extent to which special educational provision will be provided to a disabled pupil under part 3 of the Children and Families Act 2014
- The resources of the School and the availability of financial or other assistance
- The financial and other costs of making the adjustment
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled pupil
- The practicability of the adjustment
- The effect of the disability on the individual
- Health and Safety requirements
- The need to maintain academic, musical, sporting and other standards
- The interests of other pupils and prospective pupils.

### **The School's Layout and Facilities**

The School will provide auxiliary aids and services, where a disabled person would, but for the provision of the auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled

The School will make reasonable adjustments to the timetable and buildings to allow pupils with restricted mobility to attend lessons in parts of the School they can access. This series of adjustments will be reviewed annually to ensure the best outcome for the disabled pupil.

### **Increasing the extent to which disabled pupils can participate in the School Curriculum**

As budgets allow:

- The School will develop its unified SEN and Disability documentation and procedures.
- Training will be provided for staff, especially learning support staff, in order to support pupils with disabilities or SEN. Access to specialist help will be provided where reasonable and practicable.
- Where physical access to the site is difficult for a prospective pupil, the School recognises the need to be proactive in enabling such access. Accordingly, pupils with relevant disabilities will, where practicable, be:
  - Placed in a classroom that is most convenient for physical access.
  - Prioritised in the writing of the timetable with regard to accessible rooms and set allocations.

### **Improving the Physical Environment of the School**

As budgets allow:

- As part of its 5 year Improvement and Development Plan, the School will consider providing disabled access to all academic areas of the site.
- The School will annually undertake a fire safety risk assessment and update the School's fire evacuation plan.

- The School will aim to make newly constructed buildings fully accessible to disabled pupils.
- All conversions to existing areas of the School that sit outside the scope of the Equality Act 2010 will be considered with regard to disabled access and every reasonable effort made to improve access within the scope of the work.
- All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with disabilities. Every reasonable effort will be made to purchase equipment which better meets the needs of the pupils than the existing equipment.
- Diffusing lights will be installed where computer use makes it necessary. Faulty lighting will be replaced within 24 hours wherever possible.

### **Improving the Delivery of Information to Disabled Pupils**

As budgets allow:

- The School will arrange for documents to be provided to prospective parents who have a child with a disability in a form that meets that need if so requested and it is reasonable to do so.
- The School will continue to provide INSET for all teachers in order to support them to a better understanding of pupils with SEN or disabilities.
- The School will plan to invest in classroom technology to improve communication to pupils with SEN and disabilities.

Headmaster  
September 2025

**AUSTIN FRIARS ACCESSIBILITY PLAN 2025-28**

<b>ELEMENTS</b>	
<b>1</b>	Increasing the extent to which disabled pupils can participate in the School's curriculum
<b>2</b>	Improving the physical environment of the School for the purposes of increasing the extent to which disabled pupils are able to take better advantage of education, benefits, facilities and services provided or offered by Austin Friars
<b>3</b>	Improving the availability of accessible information (which is readily accessible to pupils who are not disabled) to disabled pupils

<b>Target</b>	<b>Term</b>	<b>Action and resources required</b>	<b>Lead</b>	<b>Evidence of impact on stakeholder</b>	<b>Timescale</b>
1. Support pupils with SEN	Short	Continue to screen pupils for dyslexia upon entry, support the diagnoses of external professionals, and to review progress of all pupils in class and during internal assessments to ensure all appropriate access arrangements are put in place for public examinations. Ensure that both parents and pupils are well informed of these. Ensure staff have time to implement these.	DH(A), SENCo	Pupils are not in any way disadvantaged by their SEN, and both pupils and parents are fully appraised of the arrangements in place to support them.	Ongoing
1. Support pupils with disabilities	Short	When pupils are going through the admissions process consider if there are any adjustments to furniture and equipment that are required for them to access the curriculum fully. Ensure staff have time to implement these.	DH(A) SENCo	Pupils are not in any way disadvantaged by their disabilities, and both pupils and parents are fully appraised of the arrangements in place to support them.	Ongoing
1. Ensure pupils and staff with disabilities are kept safe and secure	Short	Ensure evacuation routes are regularly reviewed for any pupils with disabilities and if any additional equipment is required (e.g. evacuation chair) it is in working order and sufficient staff are trained. Ensure staff have time to implement these.	B, DH, SM	All staff are aware of any additional evacuation measures in place and are trained appropriately	Ongoing
3. Ensure alternative formats of information are available to pupils with SEND	Short	Consider how information such as handouts, timetables and school events can be disseminated in alternative	DH, DH(A), SENCo	Pupils are not in any way disadvantaged by their SEND and both pupils and parents are fully	Ongoing

		formats such as large print, audio, online or providing the information orally		aware of the arrangements in place to support them.	
2. Support pupils with disabilities	Short/Medium	Provide specific training for school staff on how to support pupils with a particular disability.	DH(A), SENCo	Pupils receive targeted support to allow them to access the curriculum fully.	Ongoing
1. Support pupils with disabilities and assist pupils with injuries	Med	Establish a disabled toilet in the main school building. Accessible space to be identified.	B, SM	Eliminate the need to use the Refs toilet ie move to another building	March 2028
1. Investigate the feasibility of increasing disabled changing facilities	Med	If feasible install additional changing rooms with disabled access in the New Hall building to increase the provision on site	B, SM	Eliminate the need to use the Refs and increase access to the site for external users	September 2026
1. Investigate feasibility of additional separate pedestrian access to Senior School site	Med	If feasible, install pedestrian access at the lower gate to complement the recently added pedestrian access at the top gate	B	Ability to access senior School site on foot without need to walk in road	March 2028
3. Provide appropriate staff training	Med	Train school staff to present information to groups in a way which is user friendly for pupils with SEND, e.g. by reading aloud, video or whiteboard projection and describing diagrams	DH, DH(A), SENCo	Pupils receive targeted support to allow them to access the curriculum fully.	Ongoing

Staff involved DH – Deputy Head, DH(A) – Deputy Head (Academic), SENCo – Head of Learning Support, B O Bursar, SM – Site Manager

Headmaster  
September 2025