

Disability Policy

This policy applies to the whole school (including the Early Years Foundation Stage) and is published to parents, pupils, staff and volunteers.

Bradford Grammar School

May 2026



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1 Aims

- 1.1 This is the disability policy of Bradford Grammar School (**School**).
- 1.2 The aims of this policy are:
 - 1.2.1 to afford opportunity to and actively promote the well-being of pupils who are disabled;
 - 1.2.2 to maintain and drive a positive culture towards the inclusion of disabled people in all the activities of the School;
 - 1.2.3 to ensure compliance with equality legislation and to have regard to relevant guidance and advice; and
 - 1.2.4 to create a whole school culture of openness, safety, equality and protection.

2 Scope and application

- 2.1 This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).

3 Regulatory framework

- 3.1 This policy has been prepared to meet the School's responsibilities under:
 - 3.1.1 Education (Independent School Standards) Regulations 2014;
 - 3.1.2 *EYFS statutory framework for group and school-based providers* (DfE, September 2025);
 - 3.1.3 Education and Skills Act 2008;
 - 3.1.4 Children Act 1989;
 - 3.1.5 Childcare Act 2006;
 - 3.1.6 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**); and
 - 3.1.7 Equality Act 2010.
- 3.2 This policy has regard to the following guidance and advice:
 - 3.2.1 Technical guidance for schools in England (Equality and Human Rights Commission, September 2025);
 - 3.2.2 Equality Act 2010: advice for schools (DfE, May 2014, updated June 2018);
 - 3.2.3 Supporting pupils with medical conditions at school (DfE, December 2017);
 - 3.2.4 Mental health and behaviour in schools (DfE, November 2018);
 - 3.2.5 Special educational needs and disability code of practice: 0 to 25 years (DfE and Department of Health, September 2024) (**Code of Practice**);
 - 3.2.6 Behaviour in schools: advice for headteachers and school staff (DfE, February 2024);
 - 3.2.7 Keeping children safe in education (DfE, September 2025);

- 3.2.8 Working together to improve school attendance (DfE, August 2024);
- 3.2.9 Mental health issues affecting a pupil's attendance: guidance for schools (DfE, February 2023);
- 3.2.10 Mobile phones in schools (DfE, January 2026).
- 3.3 The following School policies, procedures and resource materials are relevant to this policy:
 - 3.3.1 Equality, Diversity & Inclusion policy;
 - 3.3.2 SEND and EAL guidance;
 - 3.3.3 Safeguarding and Child Protection Policy and Procedures;
 - 3.3.4 Anti-bullying policy;
 - 3.3.5 Admissions policies for the Junior School and Senior School;
 - 3.3.6 Attendance policy;
 - 3.3.7 Behaviour policy;
 - 3.3.8 ICT Acceptable Use Agreements for the Junior School and Senior School;
 - 3.3.9 Risk Assessment Policy for Pupil Welfare; and
 - 3.3.10 RSHE Guidance for Junior School and Senior School.

4 **Publication and availability**

- 4.1 This policy is published on the School website.
- 4.2 This policy is available in hard copy on request.
- 4.3 A copy of the policy is available for inspection from the School reception during the School day.
- 4.4 This policy can be made available in large print or other accessible format if required.

5 **Definitions**

- 5.1 Where the following words or phrases are used in this policy:
 - 5.1.1 references to the **Proprietor** are references to the Board of Governors;
 - 5.1.2 references to **disability** mean a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activity.

6 **Responsibility statement and allocation of tasks**

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 6.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Deputy Head – Jed Boardman	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Head of Learning Strategies and SENDCo – Laura Sullivan Estates Manager – Ian Clint	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Deputy Head – Jed Boardman	As required, and at least annually
Formal annual review	Proprietor	Annually

7 Disability and discrimination

7.1 We will not knowingly discriminate against a disabled person:

- 7.1.1 in the arrangements for determining admission;
- 7.1.2 in the terms on which a place at the School is offered;
- 7.1.3 by refusing or deliberately omitting to accept an application for admission;
- 7.1.4 in the provision of education and associated services;
- 7.1.5 in the way the School affords access to any benefit, service or facility offered or provided by the School;
- 7.1.6 by excluding a person on the grounds of his or her disability;
- 7.1.7 by harassing a person with a disability;
- 7.1.8 by victimising a person with a disability;
- 7.1.9 by treating a person with a disability unfavourably because of something connected with his or her disability; or
- 7.1.10 by failing to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage in comparison with non-disabled persons.

7.2 The School has regard to the Equality and Human Rights Commission's Technical Guidance for Schools in England to decide whether someone has the protected characteristic of disability.

8 Admission procedures for pupils

- 8.1 The School is open to applications from any prospective pupil with a disability and treats every application from a disabled child in a fair, open-minded way.
- 8.2 Every application is considered on its merits within the School's criteria for selection on grounds of the child's ability and aptitude.
- 8.3 The School will, if appropriate, request from the parents or any previous school full details in the form of medical reports, educational psychologist reports and any other report which assesses the child's disability so that the School can make an assessment of the reasonable adjustments that would be needed in order to provide adequately for the child's physical and educational needs and to promote the child's well-being.
- 8.4 The School will have due regard to any request by a parent or pupil (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of a person's disability as confidential.
- 8.5 Applications are considered on the basis that all reasonable adjustments have been made by the School in order to cater for the child's disability.
- 8.6 The School will not offer a place if, after all reasonable adjustments have been made, the School will not be able to provide adequately or appropriately for the child's physical and educational needs or promote the child's well-being.
- 8.7 If, following the offer of the place, it is discovered that the School has not received full disclosure of information relating to the child's disability and the School is not able to provide adequately or appropriately for the child's physical and educational needs or promote the child's well-being by making reasonable adjustments for those disabilities, then the School may withdraw the offer of a place, or ask the parents to withdraw a child who is already a pupil.
- 8.8 The School will inform the parents of their decision and give details of the reasonable adjustments they are able to make or give reasons why the offer of a place will not be made.

9 Education and associated services

- 9.1 The School has an ongoing duty to make reasonable adjustments in respect of the education and associated services provided by the School, including:
 - 9.1.1 the curriculum;
 - 9.1.2 classroom organisation and timetabling;
 - 9.1.3 access to school facilities;
 - 9.1.4 school sports;
 - 9.1.5 school policies;
 - 9.1.6 breaks and lunchtimes;
 - 9.1.7 the serving of school meals;
 - 9.1.8 assessment and examination arrangements;
 - 9.1.9 school discipline and sanctions;

9.1.10 exclusion procedures;

9.1.11 school clubs, educational visits and other activities; and

9.1.12 preparation of pupils for the next phase of education.

10 Reasonable adjustments for pupils

10.1 When providing educational services to a pupil, the School is legally required to make reasonable adjustments in order to cater for a pupil's disability.

10.2 The School shall inform the pupil and parents of the reasonable adjustments that the School is able to make for that pupil, which may typically include:

10.2.1 making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room;

10.2.2 allowing extra time for a dyslexic child to complete an entrance exam;

10.2.3 providing examination papers in larger print for a pupil with a visual impairment;

10.2.4 rearranging the timetable to allow a pupil to attend a class in an accessible part of the building; or

10.2.5 arranging a variety of accessible sports activities.

10.3 The School is not legally required to make adjustments which include physical alterations such as the provision of a stairlift or new ground floor facilities, such as a new library.

10.4 The Equality Act 2010 requires all schools to provide auxiliary aids and services for disabled pupils as part of the duty to make "reasonable adjustments". The School will carefully consider any proposals and will not unreasonably refuse any requests for such aids and services to be provided.

11 Reasonable adjustments for the public

11.1 The School may provide services to the public, for example at:

11.1.1 open days;

11.1.2 parents' evenings;

11.1.3 concerts and plays;

11.1.4 exhibitions;

11.1.5 conferences (including residential conferences during holiday periods); or

11.1.6 use of sports facilities.

11.2 Where a physical feature (for example steps, entrances, exits, toilet facilities) makes it impossible or unreasonably difficult for a disabled person to access the service, schools are required to take reasonable steps to:

11.2.1 remove the feature; or

11.2.2 alter it so it no longer has that effect; or

11.2.3 provide reasonable means of avoiding the feature; or

11.2.4 provide a reasonable alternative method of making the service available.

- 11.3 Where an auxiliary aid or service would enable a disabled person to make use of a service, schools are required to take reasonable steps to provide it. An auxiliary aid or service could be something as simple as extra assistance from a member of staff or a large print sign, or it might be a temporary ramp where steps are preventing wheelchair access.

12 Accessibility plans

- 12.1 The School has prepared an accessibility plan which is available, at Appendix 1 (Accessibility Plan).
- 12.2 The accessibility plan includes consideration of how the School proposes to:
- 12.2.1 increase the extent to which disabled pupils can participate in the School's curriculum;
 - 12.2.2 improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and
 - 12.2.3 improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- 12.3 The plan will be reviewed on a regular basis, to ensure that the plan is up to date and covers all aspects of School life.

13 Additional welfare needs

- 13.1 The School recognises that pupils with a disability may be at risk of 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.
- 13.2 The School will tackle inappropriate attitudes and practices through staff leading by example, through the personal, social, health and economic (PSHE) programmes, through the supportive School culture and through the School's policies.
- 13.3 When teaching pupils about safeguarding, the School recognises that a one size fits all approach may not be appropriate for all pupils and will consider whether it should adopt a more contextualised approach for pupils with a disability.
- 13.4 If parents are concerned about their child's welfare they can approach the pupil's Form Tutor or any senior member of staff to discuss their concerns in private at any time.
- 13.5 Additional barriers can exist when detecting the abuse or neglect of pupils with a special education need, disability or certain medical or physical health condition that can create additional safeguarding challenges (both online and offline) for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that these may include:
- 13.5.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration;
 - 13.5.2 pupils with a disability or certain health conditions may be more prone to peer group isolation and can be disproportionately impacted by bullying (including prejudice-based and discriminatory bullying) without outwardly showing any signs;

13.5.3 some pupils may be unable to understand the difference between fact and fiction in online content and can repeat the content / behaviour in school without understanding the consequences; and

13.5.4 there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

13.6 The School should consider providing extra pastoral support and attention for these pupils, along with ensuring any appropriate support for communication is in place.

13.7 Any reports of abuse involving children with disabilities will require close liaison with the designated safeguarding lead (or DDSL) and the SENCo.

13.8 Any safeguarding concerns will be dealt with in accordance with the procedures set out in the School's Safeguarding and child protection policy and procedures.

14 Training

14.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

14.2 The level and frequency of training depends on the role of the individual member of staff.

14.3 The School maintains written records of all staff training.

14.4 Staff will be trained to understand the types of disabilities and how to deal with pupils who are disabled. Staff will not be expected, unless medically qualified or trained, to administer medication.

15 Risk assessment

15.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

15.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused. Please see clause 6 for details of the individuals with responsibility for carrying out, monitoring, implementing and reviewing the effectiveness of risk assessments under this policy.

16 Record keeping

16.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

16.2 The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published on its website privacy notices which explain how the School will use personal data.

17 Version control

Date of adoption of this policy	June 2026
Date of last review of this policy	May 2026
Date for next review of this policy	May 2027
Policy owner (SLT)	Deputy Head – Jed Boardman
Policy owner (Proprietor)	Board of Governors

Appendix 1 - Accessibility Plan

1. Information gathering

Title of Activity	Purpose and Benefit	Actions	Timescale	Responsibility	Success Criteria
Determining assistance required	To enable the school to address specific disabilities either prior to entry to BGS or whilst at BGS.	Parents to inform the School (via a questionnaire in the application pack) of any special educational need, disability, or medical condition for which special provision needs to be made. Entrance exam access arrangements to be arranged for pupils, on an individual basis, and in consultation with parents and SENCO Linked SEND documents (e.g., individualised plans) to be transferred from previous schools. Pupils, parents, external agencies, and the former school's input help to collaboratively devise an appropriate learning support plan. Once a pupil is enrolled, year 7 and 9 whole cohort screening (using the New Group Reading and Spelling standardised tests) alongside the use of MidYIS data (for year 7) are to be analysed, to help identify need. New starters in all other year groups (apart from year 7) to be screened using "Exact" (a	Reviewed annually.	Deputy Head, Headmaster of the Junior School, Registrar, Head of Learning Strategies & SENDCo, Assistant SENDCo Subject teachers	Early identification of individual needs. Reasonable adjustments made for each pupil. Note: The School is compliant with access arrangements for disabled individuals but takes the view that improvements could go beyond this.

		psychometric online tool), which looks at reading and writing comprehension and accuracy processing speeds. Junior School pupils are tested using PUMA and PIRA tests to assess Maths and reading attainment and progress. The Assistant SENDCo spends time in Junior School classrooms to help identify need. Referrals to Learning Strategies (for support or for further psychometric assessments) are to be made by parents, employees, Assistant Head (Curriculum), SENDCo, Assistant SENDCo, or pupils themselves. Employee feedback; summative and formative assessment results; as well as parent and pupil voice are highly valued in the referral process. Members of the Learning Strategies Department are trained to administer psychometric tests and assess for exam access arrangements.			
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Determining assistance required	To ensure the School is compliant with the Equality Act 2010.	An external audit was commissioned and conducted in February 2019 by EA audits (a company that specialises in accessibility audits). Following this, an audit report and plan were produced. In line with good practice, an additional accessibility audit and plan was commissioned on 16.2.22. Following this report, an action item register was compiled. A third audit was commissioned on 13 October 2025 and received on 21 October 2025. An action item register was compiled from this.	Completed October 2025	Deputy Head, Headmaster of the Junior School, Head of Learning Strategies & SENDCo, Assistant SENDCo, Bursar, Estates Manager	
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2. Improving access to the curriculum

Title of Activity	Purpose and Benefit	Actions	Timescale	Responsibility	Success Criteria
Access to the Curriculum	To enable the School to provide access to an appropriate curriculum for all pupils.	To monitor the achievement of SEND pupils in exams and tests, through analysis of end-of-term summative tracking and employee feedback. Use of standardised spelling and reading tests to assess and compare reading and spelling ages across KS3. To ensure that all employees who work with pupils with disabilities are informed of their needs, through updated learning support plans and employee-training. Timetable modification, where appropriate. Room modification/location, where appropriate. Extra resources such as duplicate or enlarged textbooks, reading pens, word processers or coloured overlays to be made available. Support for employees to be available as needed. Academic departments in the senior and junior school are encouraged to develop a consistent approach to differentiation and Quality First Teaching, to support all pupils including those with SEND.	Reviewed annually.	Deputy Head, Headmaster of the Junior School, Deputy Head of the Junior School, Heads of Department, Heads of Year, Head of Learning Strategies & SENDCo, Assistant SENDCo, Subject teachers, Examinations Officer	SEND pupils achieve their full potential. SEND pupils have learning support plans monitored and are not disadvantaged in any way. Reasonable and necessary adjustments made for each pupil. The School is compliant with Access Arrangements for people with disabilities but has the view that improvements can go beyond this if the School achieves the targets identified in the Accessibility Plan

		Pupils to be invited to intervention or extra sessions (led by subject teachers or the relevant Learning Strategies team member). One-to-one and small group tuition to be available during registration, break and at lunchtime, arranged by the Learning Strategies team. Learning Strategies workshops (e.g. on improving handwriting or developing revision techniques) to be scheduled as required. Learning Strategies also provide tailored Mathematics support and executive functioning support. Open Door policy to improve teacher confidence in teaching pupils with SEND. Review learning support plans and set targets where needed. Correct Access Arrangements put into place. Pupils engage in interviews (around times of option choices) with an employee to ensure, as far as possible, that appropriate choices of academic courses and co-curricular activities are made. Access to the Specialist Wellbeing Practitioners through pastoral referral or self-referral (SS). INSET training offered by Learning Strategies Department			
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Policy and Guidance Review	To enable the School to provide appropriate opportunities for all of its pupils	Review the following policies and guidance: • Admissions Policy Whole School • Equal Opportunities Policy • Curriculum Policy Whole School • Behaviour Policy Whole School • Educational Visits Guidance • Anti-bullying Policy Whole School • Health and Safety Policy	Reviewed annually as part of a rolling annual review process.	Headmaster, Deputy Head, Headmaster of the Junior School, Deputy Head of the Junior School, Human Resources Manager, Health & Safety Officer (H&S Officer)	Complete the review within the allocated timescale.
Promoting Diversity within the School	To raise awareness and develop a greater understanding of diversity within the School community.	Promote diversity within the School by means of various activities which include outreach, Personal Development (PD) program and assemblies. To develop employee knowledge and understanding through training on neurodiversity (e.g. on INSET days). To regularly review strengths-based learning support plans for SEND pupils, involving pupils and parents in the process of recognising their strengths. Communicate with parents via half-termly newsletters on SEND related matters/research/updates, increasing their understanding of diversity and taking a whole-school approach to SEND. To analyse annual staff, parent and pupil voice on SEND, to inform training/change.	Reviewed annually.	The Senior Leadership Team (SLT), Subject teachers, Head of Personal Development, Head of Learning Strategies & SENDCo, Assistant SENDCo	The growth of opportunities to promote diversity within the curriculum and co-curriculum.

3. Physical improvements to buildings and premises to increase access to education and associated facilities.

Title of Activity	Purpose and Benefit	Actions	Timescale	Responsibility	Success Criteria
Disabled Parking	To improve accessibility through the car parks.	Mark accessible car park bays out correctly. Spaces to be widened to include ease of door opening. Install a sign in front of the bays at a height of 1 metre.	Feb 2026 – Jan 2027	Estates	Complete by Feb 2027
External Ramps and Steps	To improve movement between buildings.	Mark the start and end of external ramp on Veranda with a small white triangle. Sufficiency of handrails to be reviewed, added to where practicable. Stairs nosings to be reviewed, added or	Feb 2026 – Jan 2027	Estates	Complete by Jan 2027

		mitigating measures put in place.			
		Install further handrails to external steps where there are more than 3 risings and where needed.			
		Review and differentiate colour of handrails sufficiently compared to that of their background structure.	Ongoing		As areas are redecorated this will be an ongoing process with blue handrails.
External Ramps and Steps	To improve access to the School.	Mark the start and end of every handrail with tape to aid visually impaired pupils and visitors.	Ongoing	Estates	As areas are redecorated this will be an ongoing process.
External Ramps and Steps	To improve access to the School	Ensure that ramps and ramped entrances are kept clear of grit and gravel which could present a trip hazard and that	Reviewed annually.	Estates	Ongoing as required

		surfaces are kept in good condition. Note: Already forms part of the estate's Planned Preventative Maintenance program (PPM) and winter gritting schedule			
Reception Facilities	To improve accessibility in reception.	Should the need arise, adaptations will be made to the reception area to create a fully accessible workspace.	Reviewed as required	Estates	To be actioned as required.
Classrooms	Improve access to specialist facilities for pupils in wheelchairs. Height adjustable benches in labs, food tech rooms and art rooms	Various classrooms have had additions made by way of height adjustable desks, labs etc to be considered at time of next refurbishment.	Further investigation & specialist consultation as required	Estates	Ongoing as required
Internal Stairs	Improve accessibility within the school building.	Highlight the start and end of each staircase and handrails with coloured tape or	Feb 2026 – Jan 2029	Estates	Complete by Jan 2029

		flooring in a different colour to the existing floor.			
		Provide additional continuous handrails to the stairs where there is only one, wherever practicable.	Ongoing		Ongoing whenever decoration is renewed
		Install nosings on all internal steps where necessary or practicable to clearly demarcate start and end points	Feb 2026 – Jan 2027		Complete by Jan 2027
Internal Movement	Improve accessibility within the school building.	Check that all stairs have 2 continuous handrails and install where necessary. Install British Standard compliant handrails to the missing sides. These should: - be 50mm in diameter - be located 1000mm above the risers	Ongoing	Estates	Ongoing as part of the refurbishment plans

		- extend 300mm at the top and bottom of the steps.			
Internal Stairs and Lifts	Improve accessibility within the school building.	Provide suitable staff training for emergency release procedures if lifts break down, e.g. between floors. Provide employee training for the use of emergency evacuation chairs.	Ongoing	Estates	Ongoing for any new members of the caretaking team
Doors	Improve accessibility within the School building.	Check and replace non-conforming door handles. Ensure that door handles contrast.	2026-2029	Estates	Ongoing Completed and will be fitted as standard practice for new installations
Doors	Improve accessibility within the School building.	Ensure all doors that are held open for ease of access have high visibility edge markings.	Dec 2026	Estates	Doors are not typically encouraged to be held open; assessment to be made on any that it is reasonable to expect to stay open.

	Vision Panels	Consider height of vision panels within doors to allow shorter/younger pupils to see through.	Feb 2026–Jan 2027		Ongoing as far as practicable.
Employees Facilities	To improve accessibility for employees.	Provide at least 1 high backed chair with arms in CH staff rooms.	Aug 2026	Estates	Complete by Aug 2026
Accessible Toilets	Improve accessibility to services within school. Ensure fittings are compliant with code of practice	Ensure all emergency cords are not tied or held back	Aug 2026	Estates	Complete by Aug 2026
		Ensure all fittings contrast sufficiently with the walls	Feb 2026 – Jan 2029		Complete as far as possible by Jan 2028
		Install a horizontal grab bar on the back of the toilet door.	Feb 2026 – Jan 2027		Complete by Jan 2027
		Lower mirrors that are too high or provide alternatives.	Feb 2026 -Jan 2028		Complete as far as possible Jan 2028

Means of Evacuation	Ensure that disabled pupils can be evacuated safely.	Ensure that there is regular training on the evacuation of the building in the event of a fire. Make employees aware of the Fire and Rescue information plan. Make employees aware of the School's PEEPs (Personal Emergency Evacuation Plans)	Reviewed termly.	Deputy Head, H&S Officer	Ongoing– evacuation drills practiced a minimum of 3 times annually. Relevant staff notified of PEEPs.
		Emergency refuge provision at stairwells	Aug 2026	Estates Manager H&S Officer	Review and any resulting actions defined by August 2026
Outdoor Spaces	Improved accessibility on the campus.	Should a wheelchair using pupil enrol at the School, purchase a picnic table at the correct height for wheelchair use.	Reviewed annually.	Estates	To be actioned as required.
School Signage	Ensure all school signage is consistent.	Ensure that all school signage uses a combination of upper	Feb 2026 – Jan 2027	Estates	Complete by Jan 2027

		and lower case lettering making it more legible for those with dyslexia. Consider adding Braille option.			
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4. Improvements in the provision of information in a range of formats for disabled pupils and parents or guardians

Title of Activity	Purpose and Benefit	Actions	Timescale	Responsibility	Success Criteria
Access Information	To ensure that parents and guardians are fully informed.	Review information sent to parents and guardians to ensure it is accessible. Ensure all employees can access guidance in accessible formats from the Learning Support Department as appropriate	Reviewed annually	SLT, Head of Learning Strategies & SENDCo, Assistant SENDCo	All parents receive information in a format appropriate to their needs e.g. large print. Employees produce information and resources in an appropriate format.
Improve Communication	To improve communication with disabled pupils and users.	Review the website to ensure that it is clear, simple and easy to use. Publish information in an appropriate format, e.g. using suitable fonts. Review the signage around the campus to ensure the information is sufficiently accessible.	Reviewed annually	SLT, Development department, Admissions and Marketing department, Estates Manager	Delivery of information is reviewed annually or more frequently, if necessary, by the SLT. Signage completed.