



Accessibility Plan 2023 - 2026

Drafted by:	SENCo and Business Manager
Committee Responsible:	Finance & Premises
Reviewed by:	SLT (annually) F&P (Tri-annually)
Adopted by Committee:	May 2009 (updated October 2023)
Date of next SLT Review:	September 2025
Date of next F&P Review:	November 2026

1. Ethos and aims

Sibford School is dedicated to being a fully inclusive and welcoming community, ensuring that every pupil can engage meaningfully in all aspects of school life. We are committed to creating an environment that supports comprehensive access to the curriculum and values the contributions of all pupils, staff, parents, and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional, or cultural needs.

2. Legislation and guidance

We ensure that all members of our community have full access to school life. The School is dedicated to fulfilling legislative obligations by providing accessibility and fostering a culture of inclusion, support, and awareness. This document complies with the requirements of Schedule 10 of the Equality Act 2010, along with the Department for Education (DfE) guidance for schools on the Equality Act 2010. Under the Equality Act, schools are required to make 'reasonable adjustments' for pupils with disabilities to reduce any substantial disadvantage they may face compared to non-disabled pupils. The School's Special Educational Needs and Disability (SEND) Policy outlines our approach to these reasonable adjustments.

The School is committed to ensuring disabled pupils are not treated less favourably and will make necessary adjustments to prevent any disadvantage. We also recognize the importance of allocating sufficient resources to support the effective implementation of this Policy.

3. 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 Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- 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, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

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.

The plan will be made available online on the school website.

4. How the plan is constructed

Sibford School's Three Year Accessibility Plan applies to Sibford Senior School, both day and boarding, and Sibford Junior School, including our Early Years Foundation Stage.

The School has delegated responsibility for the development of this plan to the Business Manager and the Head of Support for Learning with support from the Senior Leadership Team who will review the plan at least annually. In drafting, developing and reviewing the School's plan, the following areas are given consideration:

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

5. How the plan is reviewed and monitored

A new plan will be drawn up every three years and review of this is delegated to the Finance and Premises Sub-Committee. The School Committee (Governing Body) are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. The Senior Leadership team will complete a formal review of the plan annually.

6. Queries and complaints

Any queries in relation to the Accessibility Plan should be directed in the first instance to the Business Manager. The School's Complaints Procedure covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

7. Other relevant policies

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

- SEND Policy
- Admissions Policy
- Behaviour Policy
- Health and Safety Policy
- Curriculum Policy
- Community Equality Policy

Sibford School Accessibility Plan – Action Plan 2023-2026

target	What We Are Already Doing	Actions and Resources Required	Timescale	Responsibility
Free access throughout the site – clear corridors, good lighting, and readable signage.	<ul style="list-style-type: none"> - Clear corridors and appropriate signage across the campus. - Bespoke resources, including specialized furniture. - Risk assessments for children with physical and sensory needs. - Ongoing classroom refurbishment, simplifying displays, updating furniture and IT. - External lighting review completed in Autumn 2022. 	<ul style="list-style-type: none"> - Address the storage of bags outside the dining area during lunch to ensure clear paths for those with physical and sensory needs. - Review signage across the campus for clarity and accessibility. 	Winter 2024	Estates Manager
Full access to school facilities, including areas with no lift access (e.g., some first-floor areas).	<ul style="list-style-type: none"> - Student physical needs assessed during the admissions process. - Class and school planning tailored to individual pupil needs. - Risk assessments in place. 	<ul style="list-style-type: none"> - Re-survey to identify access needs and gather estimates for a feasibility study. - Explore alternative ways to provide access to restricted areas (Library, school hall, boarding provision, Junior School ICT room, first-floor toilets). 	2023/24	Health and Safety Committee
Teachers are aware of students with SEND and know how to support them.	<ul style="list-style-type: none"> - SIMS used for quick notes on student needs. - Pupil profiles updated regularly. - Regular communication with parents to maintain up-to-date information. 	<ul style="list-style-type: none"> - Provide staff with easy access to a "SEND Documents" folder on Teams, including pupil profiles, EAA files, SEN register, and EHCP information. 	2023/24	Head of SfL
Staff receive appropriate training to support student learning.	<ul style="list-style-type: none"> - Lesson resources scaffolded to support all students. - Meeting with HODs to discuss exam data and set priorities for improvement. - Hearing loop systems for those with hearing impairments. - Regular liaison with parents, professionals, and local authorities. 	<ul style="list-style-type: none"> - Develop termly CPD plans aligned with T&L priorities. - Review and update the development plan as needed. 	Ongoing	Head, DOS, HODs

target	What We Are Already Doing	Actions and Resources Required	Timescale	Responsibility
Regular review of pupil needs to ensure planning remains up to date.	- Creation and review of pupil profiles, risk assessments, and health plans (including PEEPs where necessary).	- Conduct regular lesson observations by HODs in collaboration with the SENCO to monitor progress and ensure needs are met.	2023/24	Head of SfL
Curriculum adaptations to meet individual learner needs.	- Quaker ethos. - Pastoral support systems. - Timetable adjustments and access arrangements for assessments/exams. - On-site wellbeing counselor and school nurse. - SfL group and one-to-one sessions.	- Increase access to external specialist agencies to support individual student needs. - Provide further training for staff in emotional wellbeing (e.g., ELSA).	2023/24, 2024/25	SLT, Head of SfL
Teachers understand their responsibilities under the Equality Act 2010.	- High-quality, differentiated teaching in all lessons. - INSET training and regular staff updates. - Educare training on Equality and Diversity completed by all staff.	- Develop termly staff training to ensure good practice is adhered to.	2024/25	SLT
Provision of an inclusive, rich, and varied curriculum accessible to all students.	- Lesson observations, book reviews, and regular audits of schemes of work. - All staff are fully qualified and skilled in their subject areas.	- Focus on enabling more able pupils with SEND to participate in extracurricular programs that build leadership, time management, and creativity skills.	Termly review	SLT, HW, SENCO
Individual pupil needs and reasonable adjustments are consistently identified.	- Ensure disabilities, whether permanent or temporary, are identified and addressed through risk assessments and adjustments.	- Consistently implement PEEP documentation for students requiring support with building evacuation.	2023/24	Site Manager, Key Stage Heads, Head of SfL
Fair and transparent admissions process.	- Transition champion recruited to ensure a smooth process from Year 6 to Year 7. - Admissions policy reviewed in 2023. - SEND policy regularly updated.	- Continue transition work for Year 7. - Regular meetings between Head and admissions team to maintain clarity and alignment on pupil needs. - Ensure robust dialogue between key staff when considering student needs.	Ongoing	Head, Admissions team, SENCO, Head of JS

target	What We Are Already Doing	Actions and Resources Required	Timescale	Responsibility
High priority on attendance, with improvement expected throughout the year.	<ul style="list-style-type: none"> - Attendance monitored daily and reported termly by teachers, tutors, and admin staff. - HOKs discuss attendance at safeguarding meetings. 	<ul style="list-style-type: none"> - Implement initiatives to improve attendance for pupils with SEMH needs. - Keep attendance as a priority in T&L reviews. 	Termly review	Head, DSL, HOKS
Exclusions are only implemented when necessary.	<ul style="list-style-type: none"> - Pupil behavior regularly discussed in academic and safeguarding boards. - Head reviews exclusions on a case-by-case basis, considering SEND and extenuating circumstances. 	<ul style="list-style-type: none"> - Monitor the effectiveness of the "Reflect and Repair" initiative. 	Termly review	DDSL, SENCO, HOKS, Head