RYDE SCHOOL
WITH UPPER CHINE

# Accessibility Policy

## (inc. 3 year Accessibility Plan)

| | | |
|---|---|---|
| Policy date: | September 2025 | |
| Date of next review: | Summer Term 2025-26 | |
| Owner(s): | JCH | |
| Approval body: | Head Master | |
| Intended audience: | Pupils, parents and staff | |
| ISI Regulatory Paragraph No: | Part 3 (0) | |
| Location (tick as appropriate): | Website | ✓ |
| | Parent Portal | ✓ |
| | Staff Portal | ✓ |
| | Inspection folder | ✓ |

**Introduction**

Ryde School is committed to affording opportunities to pupils, their parents, employees and visitors who are disabled and to make reasonable adjustments to improve participation of those who are disabled in all aspects of school life.

This policy is designed to ensure compliance with relevant legislation on Special Educational Needs and Disability, including the Equality Act 2010. This policy should be seen alongside the School's SEND Policy, Equality of Opportunity Policy, Anti-Bullying Policy and Equality and Diversity Statement which all deal with specific elements of accessibility.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications regardless of any disability the individual might have.

**Ryde School will -**

- Maintain and drive a positive culture to ensure inclusion of disabled people in all the activities of the School whether as pupils, staff or visitors.
- Train members of staff to understand the types of disabilities and how to support employees and pupils who are disabled.
- Adopt user-friendly procedures for considering admissions from parents of disabled children, including as boarders, being prepared to make reasonable adjustments in the admissions process where appropriate.
- Implement and review the Accessibility Plan with the aim of increasing the accessibility of the School's curriculum, and to improve the physical environment of the School and to improve access to information for our employees, pupils and prospective pupils. This Plan is reviewed and updated annually by the Senior Leadership Group and every three years by the Governing Body.

**Disability**

A disability is a *"physical or mental impairment which has a substantial, long-term, adverse impact on a person's ability to carry out normal everyday activity"* **(Disability Discrimination Act 1995, confirmed in the 2010 Equality Act)**. In determining whether individual circumstances constitute disability we will usually make reference to definitions in the 2010 Equality Act.

By way of further explanation -

- Physical disability includes medical conditions for which a person may, for example, need to use a wheelchair, for example cerebral palsy or brittle bones.
- A mental disability is a recognised mental illness which has been diagnosed, a severe learning difficulty or a psychiatric illness.
- "Long-term" means a period of 12 months or longer.
- An "adverse effect on day-to-day activity" means having a 'significant and material' effect on the following: Mobility; manual dexterity; physical coordination; continence; ability to lift carry or move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; and perception of the risk of physical dangers.

Case law indicates that “significant and material” means “more than minor or trivial”.

Other disabilities which may amount to disability include -

- Severe disfigurements, scarring conditions and birthmarks. (But not tattoos or piercings).
- Progressive conditions which will result in a substantial long-term adverse effect on day-to-day activity.
- A controlled impairment, i.e. a person with a prosthesis, or a person with drug-controlled epilepsy or diabetes.
- A history of impairment, for example a person who used to be disabled and has recovered, for example a person with a previous mental illness.

**Disability Discrimination**

**We will not treat a pupil or employee or a prospective pupil or employee less favourably on the grounds of disability *without justification*** -

- In the arrangements for determining **admission, visiting or employment procedures**.
- In the terms on which a place at the School is offered.
- By refusing or deliberately omitting to accept an application for admission or employment.
- In the provision of **education and associated services.**
- By **excluding** a person on the grounds of their disability.
- By **victimising** a person with a disability.
- By failing to take steps to ensure that disabled persons are not placed at a **substantial disadvantage** in comparison with non-disabled persons.

**Admission Procedure for Pupils**

The School will be open to applications from any prospective pupil with a physical and/or mental impairment. Grounds for admission will be guided on whether or not a pupil will be able to cope with the academic demands and structure of school life at Ryde School. The School must feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her ability and in line with the general standards achieved by the pupil’s peers. It is only in this way that the pupil will emerge from the school confident and enriched. For entry into the Sixth Form this would usually mean securing at least five GCSEs or equivalent at grade 9-5 (and specific qualification for the courses on offer) and the expectation of that level of achievement will guide us in offering places lower down the School.

The registration or admission form will enable the parents to give details of their child's disability.

Every application will be considered on its merits within the School’s criteria for selection on grounds of the pupil’s ability and aptitude.

The School will treat every application from a disabled pupil in a fair, open-minded way.

The School will, if appropriate, request from the parents or 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 adjustments that would be needed in order to provide adequately for the pupil's physical and educational needs.

The applications will be considered on the basis that all '**reasonable adjustments**' have been or can be made by the School in order to cater for the child's disability and the opportunity to meet and discuss how this might work with the SENCO is part of that application process. (See definition below)

The School will not offer a place if, after all reasonable adjustments were to be made, the School would not be able to provide adequately for the pupil's physical and educational needs.

The School shall inform the parents of their decision and give details of the reasonable adjustments they are going to make or give reasons why the offer of the place is declined.

**Reasonable Adjustments for Pupils**

The School is legally required to make 'reasonable adjustments' in order to cater for a child's disability. The School is not legally required to make any alterations to the physical features of the School. Consideration will be considered as to auxiliary aids and services that the School can reasonably provide to support the disability. This might, for example, be a wheelchair or adjusted seating, or technology that can assist in reading and writing.

The School's buildings have developed over the past 100 years. They are a mixture of purpose built and adapted accommodation. While every effort is made to adapt and modernise facilities, the nature of some of the buildings can lead to inflexibility in usage (for instance it is not possible to install lifts in the Junior School or Millfield Boarding House). In addition, the School has fixed teaching areas for most subjects, based on the principle that it is invaluable to centralise subject facilities. This requires pupils to go from classroom to classroom, often up steps or stairs without lifts.

The Deputy Head (Pastoral) and the Pastoral Committee Care meet regularly to review pupils on the Welfare registers and ensure the lists are correct and support ongoing and appropriate. The Deputy Head (Academic) meets regularly with the SENDCO to ensure the same.

It is not hard to conclude that any pupil with impaired mobility is going to be put at a disadvantage by these problems, if not prohibited altogether from access to some or all of the educational facilities the school offers. Nor can these matters be reasonably remedied without making major alterations to physical features of the School at prohibitive cost. Even the fruition of long-term plans can only help to ease, rather than solve the problem.

The School will always seek to make reasonable adjustments and shall inform the pupils and parents of the reasonable adjustments that the School is able to make for that pupil, which may typically include –

- Making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room.
- Allowing extra time for a dyslexic child to complete an entrance exam or internal exams.

- Providing examination papers in larger print for a child with a visual impairment.
- Making timetable and room allocation adjustment to allow a pupil to attend a class in an accessible part of the building.
- Arranging a variety of accessible sports and extra-curricular activities.

If parents are willing to pay for auxiliary aids and services that the School does not feel able to commit to, having considered costs and practicalities, then the School will carefully consider any proposals and will not unreasonably refuse any requests for such aids and services to be provided. It is the aim of the School to get pupils to a stage where in class support is not necessary after Year 6. For both physical reasons of space, and access to the curriculum, it is not felt possible to cater for pupils needing in class support after Year 6 although Wave 1, 2 and 3 support is provided, 1 and 2 at no additional cost (see SEN policy.)

**Disclosure**

Parents will be requested to provide the School with copies of the child's latest medical report, educational psychologist's report and any other information regarding the child's disability.

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 make 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.

**Review Procedure**

Parents may request a review if the School decides it is unable to offer their child a place on the grounds of disability. The request must be made as soon as possible and in any event within five working days of the decision being notified to the parents. The Head will advise as to the procedure under which such a review will be conducted which will usually follow the complaints procedure.

On rare occasions it may be necessary to review the continuation of a pupil in the School because of initially undetected disability that manifests itself as a significant barrier to learning that reasonable adjustment cannot support. This is most likely to occur at transfer from Year 2 to Year 3, Year 6 to Year 7 or year 11 to the 6th form. Where this is potentially the case initial discussions will be had with parents at least six months before the time of transition.

**Accessibility Plans**

The School has prepared an Accessibility Plan which is included as an appendix to this Policy. This Policy is published on the School's website, and on the parent and staff portals. A paper copy is available upon request from the School Office. The Plan is reviewed annually by the SLG and includes consideration of how the School proposes to –

- Increase the extent to which disabled pupils can participate in the school's curriculum.
- 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 associated services.
- Improve the delivery of information to disabled pupils which is usually provided in writing to pupils who are not disabled.

The annual review by the SLG will:

1. Review the School's policies, procedures and facilities as they are likely to affect pupils, staff and prospective pupils and other users of the site who are disabled. This review will include the following:

    a) Admissions and transfer procedures for pupils.
    b) The curriculum, teaching and learning.
    c) Physical school environment (including the boarding houses.)
    d) Extra-curricular and sports activities.
    e) Staff training.
    f) Arrangements at break and lunchtime.
    g) Assessment and examination arrangements.
    h) School discipline and sanctions.
    i) Attendance and participation.
    j) Preparing pupils for the next phase of their education.
    k) Selection and recruitment of staff.
    l) Arrangements for visitors to the School.
    m) Presentation of information to pupils, staff and parents.
    n) Communication of information about those with disabilities and means of support.
    o) Ethos and attitudes in the School to people with disabilities.

2. Consider ways of improving the accessibility of its education to pupils and prospective pupils with disabilities by means of reasonable adjustments and by planning for the future, together with improvements to the physical access to the site for all users.
3. Update the school's Accessibility Plan every year on the basis of points 1 and 2.
4. Take time to consider any individual pupils or members of staff with specific needs (other than those covered by the SENCO) arising from their disability.
5. Ensure awareness and observance of the current provisions on the Accessibility Plan throughout the school.

**Accessibility Plan**

The School's Accessibility Plan relates to Schedule 10 of the Equality Act 2010 and contains relevant actions to:

a. 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.
b. 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

c. 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 parent's 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. Please see our Child Protection and Safeguarding Policy and the Equality and Diversity statement.

This Accessibility Policy and Accessibility Plan will be kept under ongoing review by the Senior Leadership Team and Head of Learning Support. There will be substantive review of the Accessibility Plan before August 2027 which will include input from the Governing Body.

The School's Governors are ultimately responsible for ensuring the implementation of the Accessibility Plan during the period to which it relates. A new plan will be drawn up every three years.

## Draft Accessibility Plan 2024-2027

## Improving access to the physical environment

| Target | Action and resource required | Responsibility | Evidence of implementation | Timescale (short, medium or long term) |
|---|---|---|---|---|
| Monitor provision for pupils with disabilities on all residential visits including day, week or overseas trips. | EVC to keep up to date with current regulations<br><br>School Matron to provide all trip leaders with an up-to-date list of pupils with specific medical needs; all staff receive regular Epipen training; specific staff receive training in dealing with specific medical concerns. | EVC- Assistant Head (Co-curricular) | Gather regular feedback on policy in practice. | Ongoing. Trip leaders in consultation with the EVC produce risk assessments for each trip and liaise closely with external trip providers to ensure appropriate provision for all pupils. |
| Improve the physical accessibility of the estate | Improve accessibility across the estate particularly pathway access to Centenary House. | Estates Director/F&GP | Pathways to the boarding house are improved. | Short - April 2025. |
| Ensure appropriate Disabled access. | Addition of ramps where permitted by listed buildings/heritage. Portable ramps elsewhere. The entrance to one of the school's main teaching block features automatic opening and ramp access. Doors in York building are suitable for disabled access with a ramp. | Estates Director | Lifts are all serviced as per legislation. | Short. |
| Ensure accessibility during Extra-curricular and sports activities. | | Assistant Head (Co-Curricular) | | |
| Improve the physical accessibility of the estate | Subject to planning permissions, resurface the visitors' car park to remove gravel, making wheelchair access from disabled | Estates Director/F&GP | | Long Term |

| Target | Action and resource required | Responsibility | Evidence of implementation | Timescale (short, medium or long term) |
|---|---|---|---|---|
| | parking spaces more accessible.<br><br>Improvements in **signage, lighting, and acoustics** for pupils with visual or hearing impairments.<br><br>To develop the Play surface and equipment for Pre-Prep. | | Additional general signage placed around the site. Lighting improved externally. On-going internal LED upgrades in place.<br>Fiveways Dining Hall acoustics to improve (e.g. audio sound clouds) | Medium Term. |

## Improving access to the curriculum

| Target | Action and resource required | Responsibility | Evidence of implementation | Timescale (short, medium or long term) |
|---|---|---|---|---|
| Ensure all teaching staff are confident about making the adaptations and reasonable adjustments necessary to deliver Quality First Teaching as the first intervention teach pupils with SEND in the manner most appropriate for them to fully access curriculum | Staff induction sessions and INSET sessions, provided on a regular basis, provide teachers with ideas on how to offer Quality First Teaching within the classroom.<br><br>SEND pupils are on a central Learning Support register and access varying levels of support.<br><br>Inclusion of reasonable adjustments/awareness of SEND issues in schemes of work.<br><br>Explicit inclusion in the New staff Induction / CPD Programme. SENDCO to deliver INSET on meeting the needs of all pupils - adapting teaching.<br>Delivered on on-going basis, to cover all depts regularly. | Deputy Head (Academic) and SENDCO | Inclusion of reasonable adjustments/awareness of SEND issues in schemes of work.<br><br>The LS register details provision in place.<br><br>Reasonable adjustments seen in classroom observations.<br><br>Pupil voice audits. | Short-term and on-going |
| Improve use of screening, tracking and performance data of SEND pupils to inform Department and wider school policy | Develop systems for integrating SEND data with whole school academic data.<br><br>Develop systems for analysing Department and section data to inform the Academic Department intervention programmes and academic planning and provision.<br><br>SEND pupil data analysed after every data capture. | Deputy Head (Academic) SENDCO | Appropriate SEND information easily accessible to the teaching staff.<br><br>Data banks show comparison in data to ensure SEND pupils make progress in line with peers. | Medium-term and on-going |

| Target | Action and resource required | Responsibility | Evidence of implementation | Timescale (short, medium or long term) |
|---|---|---|---|---|
| | | | | |
| Improve provision mapping to support progress of SEND pupils | Increase accurate mapping of support provided to individual pupils through communication of Waves of support system and tracked programmes of study for student receiving specific intervention from the Academic Team(Waves 2 & 3) | SENDCo and 1:1 tutors | Graduated response (Assess, Plan, Do, Review - APDR cycle) register evidenced across the school. | Ongoing. |
| A diverse Curriculum offer to meet the needs of all pupils | Introduction and expansion of IBCP has allowed pupils three routes at 16+ that reflect wide ability spread of the school and wider curriculum access.<br><br>To continue ensuring the below is maintained across the School:<br>Pre-Prep: Creative curriculum provides opportunities for all pupils to access a broad and balanced range of learning with continuous provision. Adaptations for pupils with individual education plans.<br>Prep: Discovery curriculum provides a broad and balanced range of subjects that all pupils can access. Individual education plans for pupils who require curriculum adjustments. Provision for EAL.<br>Senior (7-9): Curriculum is broad and balanced, aiming to develop skills and knowledge. Pupils have subject choice in Y8&9. Individual education plans for pupils who need curriculum adjustments. Provision for EAL either as the second language option or as additional support, depending on need.<br>Senior (10-11): Choice of GCSE subjects provides opportunities for all pupils with opportunities including Extra English, IGCSE EAL, and individual education plans for specific curriculum adjustments when needed.<br>Senior (Sixth Form): Three route pathway | Deputy Head (Academic). Whole School Academic Team. | Progress and Outcomes data for impact. | Ongoing. |

| Target | Action and resource required | Responsibility | Evidence of implementation | Timescale (short, medium or long term) |
|---|---|---|---|---|
| | provides opportunities for pupils to access a broad range of appropriate options, EAL support as required. IELTS classes provided for those who require it.<br><br><u>Teaching & Learning</u><br>Teaching & learning framework/handbook promotes inclusive teaching strategies with adaptive teaching and 'quality first teaching', focusing on differentiated instruction teaching methods that cater to varied learning styles and abilities, ensuring all pupils can engage with the curriculum effectively.<br><br>Further development where relevant of Digital strategies and resources for use of assistive technology such as Google accessibility suite and Kami for text to speech, Trelsom. Other digital resources include accelerated reader, EdShed, Sumdog, Duolingo. | | | |
| Availability of online learning platforms that accommodate diverse needs. | Continue to develop relevant online provision that accounts for all pupils. | Deputy Head (Academic). | Impact on pupil voice audits with the Academic Team and in progress and outcomes data. | Ongoing. |
| Enabling access to education | Use of Pupil IPPs and Individual Risk Assessments that make reasonable adjustments to provision for pupils.<br>Assistive technology used effectively for text to speech (Trelson).<br>Further sourcing of more speech to text resources. | DSL, wider Safeguarding Team and Whole School Pastoral Team. Academic Team and SENDCO.<br><br>SENDCo - Exploring the market via opportunities such as webinars and networks. | Records.<br><br>Attendance data and implementation of technology so pupil's are effectively using it from Year 5 onwards. | Medium. |

| Target | Action and resource required | Responsibility | Evidence of implementation | Timescale (short, medium or long term) |
|---|---|---|---|---|
| To ensure all with EAL have effective provision to access their curriculum | Regular monitoring of EAL pupils to track progress against peers and use the graduated response (APDR) where needed for timely intervention. | Head of EAL | Regular data tracking with EAL in mind | Ongoing |
| To ensure that all pupils can access Extracurricular and sports activities. | Ensure the continuation of Adaptive Sports Programmes<br>Pupils in Year 9 onwards where appropriate.<br><br>Continue to ensure there is provision for modified equipment<br>In certain activities, modified equipment can be used to ensure inclusivity. For example using lighter or smaller / larger balls, shorter nets etc | Assistant Head (Co-Curricular). | All pupils can access a Sport and Exercise programme in line with Health Education standards. | Ongoing. |

## Improving access to information

| Target | Action and resource required | Responsibility | Evidence of implementation | Timescale (short, medium or long term) |
|---|---|---|---|---|
| Ensure teachers are using assistive technology and ICT appropriately to ensure access to information where necessary and appropriate (see BYOD policy). | Deputy Head Academic and SENDCO.<br><br>Regular training for staff (in conjunction with IT department) on making reasonable adjustments to ensure equality of access for all pupils | Deputy Head Academic and SENDCO. | Pupils making good use of the BYOD policy in practice and of Assistive technology to support and enhance their study.<br><br>Pupils are able to access support and advice with the use of ICT.<br><br>Regular digital literacy surveys to inform provision. | Short -term and Ongoing |
| Support available for teachers to make reasonable adjustments in accordance with advice from the Academic Team and SENDCO to ensure equal access e.g. digital recording of prep, enlarging text, printing information on coloured paper. | Exploration across departments of who are using reasonable adjustments in their curriculum. | Deputy Head Academic and SENDCO. | A regular audit cycle following End of Year assessments. | Ongoing. |

| | | | | |
|---|---|---|---|---|
| Ensure information is accessible to all pupils and staff. | Staff mandatory training currently is available online with both spoken videos and transcripts/written resources. Interpreters are available on request for other languages including BSL. Ensure that those with additional needs have information presented in a manner that enables them to access the content.<br><br>Pictorial menu to be placed in the dining room for children to think about what food they would like to eat before choosing at the counter.<br><br>Updates on website compliance with **WCAG (Web Content Accessibility Guidelines)**.<br><br>Investigation of other options for word and other digital formats to deliver speech and image description for sight impaired - and back of video for hearing impaired.<br><br>Ensuring **school communications** (newsletters, parent portals) remain accessible. | HR for Staff and the SENDCo for pupils.<br><br>IT team in liaison with Marketing and compliance.<br><br>IT Team.<br><br>Compliance Officer. | All can access information provided.<br><br>WCAG on-line audit undertaken Feb 2025 | Ongoing.<br><br>Actual amends and advised changes now being planned (by Easter Holidays) |

| | | | | |
|---|---|---|---|---|
| Staff to be regularly trained in accessibility matters | Regular PEEPS training completed.<br><br>Regular training undertaken by staff on changes to learning support procedures in school and use of data and information for pupils with SEND.<br><br>SENCO has carried out regular INSET for staff and is included on the 3 year INSET programme.<br><br>DSL and Pastoral Teams regularly keep up to date with training in pupil support. Mental Health First Aid and related subjects.<br><br>INSET talks on Safeguarding emphasise the extra vulnerabilities of SEND Pupils.<br><br>Annual whole staff training on: Equality and Diversity, Safeguarding Level 2, Mental Health and Wellbeing. This is also featured in the new staff induction programme. | SENDCO.<br><br>DSL, wider Safeguarding Team and Whole School Pastoral Team.<br><br>DSL, wider Safeguarding Team and Whole School Pastoral Team.<br><br>DSL, wider Safeguarding Team and Whole School Pastoral Team. | Fire drills allow monitoring of the effectiveness of communication of PEEPs.<br><br>Training records.<br><br>Training records.<br><br>Training records. | Ongoing. |