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SECTION 4.12

FRENESHAM HEIGHTS – SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) ACCESSIBILITY PLAN 2024-25

Reference: Schedule 10 to Equality Act 2010

Accessibility Principles

In pursuit of the school’s aims and in line with its ethos, Frensham strives to provide each and every student with access to the whole school curriculum. We value the diversity of the school community and appreciate the contribution that students with Special Educational Needs and/or Disabilities (SEND) can bring to school life. We have an admissions policy which includes an entrance examination or assessment and seeks, wherever reasonable, to reduce barriers to entry and increase accessibility for students with SEND. We have regard to the SEND Code of Practice 2014.

We seek continually to improve the teaching and learning facilities and physical environment of the school in order to increase the extent to which SEND students are able to take advantage of education and associated activities offered by the school. We have added a hearing loop in the Ballroom, designed new and refurbished buildings with wheelchair access and full accessibility for students with disabilities. In addition, we have purchased specialist software in support of SEND students.

Current Situation and Provision

In the academic year 2023-24 Frensham has one student with an EHCP. There are 112 students in the School with an Educational Psychologist or Specialist Teacher assessment report. In addition, there are 9 students with Speech and Language reports, 18 with Occupational Therapist Reports and (TBC) with Pediatrician reports (these cover a number of needs). We have no Looked After Children (LAC) and 30 students who receive support with English as an Additional Language (EAL). All SEND students are regularly monitored to assess progress.

We fully meet the educational needs of the students with medical disabilities; all our students are fully integrated into school life and participate in the whole curriculum including extra-curricular activities and school trips. We provide written information to students with disabilities in ways that are user-friendly and fully support the students in their learning experience.

We take a fully inclusive approach to our staff recruitment, measure and review our diversity in recruitment and aim to appoint the best person based on their skill set and qualifications regardless of any disability he or she might have. We actively implement the school’s equal opportunities policy for staff in the day-to-day management of the school. We have governors and staff with a range of medical disabilities. We regularly review the needs of staff, governors and visitors to ensure these are being met.

Teaching strategies are reviewed to remove, in so far as it is reasonable to do so, any potential barriers to learning and participation by students with learning needs. We support our teaching and non-teaching staff with a programme of training designed to raise their awareness of SEND and to enable them to assist students with difficulties to thrive and maximize their accessibility to the school’s curriculum and facilities.

Plan Formulation and Review

At Frensham, the SLT has responsibility for reviewing this plan and school policies and may co-opt additional members whose expertise in any field would be of assistance. SLT will:

- a. annually review the school's policies, procedures and facilities as they are likely to affect students and prospective students with disabilities.
- b. make recommendations with a view to improving the accessibility of its education in many aspects to students or prospective students with disabilities by means of reasonable adjustments and by planning for the future.
- c. review the school's Specific Learning Difficulties and SEN policy.
- d. review the school's accessibility plan.
- e. review such other policies and plans as necessary on an annual basis.

We have conducted an audit of our provision for students with SEND and developed our school accessibility plan for 2023-24. We will regularly monitor the success of the plan and it will also be reviewed annually by SLT and the governing body.

Accessibility Plan 2023-24

The following have been carefully considered in formulating the accessibility plan and are regularly monitored:

- Admissions
- Attainment
- Examinations
- Attendance
- Access to the curriculum
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The consequence of Frensham's processes is an informed action plan at Appendix 1 which relates to the following Notes to the ISI Regulatory Standards¹ on special educational needs and disability:

ISI Regulatory Note	Description
331 of Regulations	Increase the extent to which disabled students including those with SEN can participate in the school's curriculum;
331 of Regulations	Improve the provision to disabled students of information which is already in writing for students who are not disabled
331 of Regulations	Improve the physical environment of the school in order to increase the extent to which disabled students are able to take advantage of education and associated services offered by the school.

It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

Appendix:

1. Accessibility Plan 2021-22.

Appendix 1
 To Frensham Heights Accessibility Plan
Accessibility Plan 2023-24

1. **Access to the Curriculum.** In order that students with a learning difference can access the curriculum, Frensham will, wherever reasonable, strive to:

- Continue to provide a broad and balanced curriculum for all students.
- Continue to develop approaches to the differentiation of the curriculum to enable equal access for students with disabilities.
- Identify all students and known prospective students who face barriers to learning and full participation.
- Consider students' and prospective students' assessed needs and consider any reasonable adjustments which may be necessary to enable them to participate.
- Review approaches used when planning and delivering the curriculum where necessary.
- Review student and prospective student needs in relation to the wider provision of school, including ECAs, sporting and cultural activities and school trips.
- Seek to develop and share good practice in this area.

2. **Access to Information.** In order that students and other people within the school with a learning difficulty can access information, the school will when reasonable strive to:

- Raise awareness amongst staff about the requirements to provide information in alternative formats if required.
- Maintain up-to-date information on students' needs for the provision of information in alternative formats and ensure it is shared amongst staff.
- Maximise the use of ICT equipment in the delivery of information as appropriate.
- Ensure all written information is accessible to all members of the community, including those with learning needs or learning difficulties, seeking specialist advice and support in those cases which lie beyond the school's immediate expertise.
- Collect and share examples of good practice amongst staff.

It is recognized by the school that some initiatives are costly to implement and can, unfortunately, only be considered if additional funding is available from either the local authority or the parents of the child concerned.

3. **Access to the Physical Environment.**

The school has, over the last few years, made significant physical improvements to improve accessibility:

Achievement	Standard Met	Action	Lead	Resources /Approx Cost	Impact on Stakeholders	Completion Date
Improved access to Main House for visitors	190c	Reinforced the availability of disabled bays in Main House quadrangle	Bursar	Nil	Disabled bays kept free for disabled users	Completed Jan 14
Facilitated information available within Main House	190b	Introduced a sign to the disabled toilet within Main House	Estate Bursar	£100	Better information available without having to ask for it	Completed Jan 14

Improved access in the Theatre	190c	Installed two new handrails alongside the upper stairs in the Theatre	Estate Manager	£300	Handrails installed	Completed Apr 14
Improved disabled access around the day areas of Hamilton House	190c	Planned, designed and constructed better access to the day areas for disabled students as part of the Boarding improvements	Bursar	Within other costs	Better accessibility in Hamilton House	Completed Sep 14
Improved parking facilities in the main car park	190c	Introduced new disabled car parking spaces beside the Aldridge Theatre and Art plaza	Estate Manager	Negligible	Improved parking for wheelchair users	Completed Sep 14
Improve access to Art/D&T building	190c	Installed ramp with handrails to front of building to new Art plaza	Estate Manager	£2000	Access improved to Art and Design Centre	Completed Apr 15
Levelled the pathway and created a new ramp in Junior School N-3	190c	Removed obstacles and re-layed path	Estate Manager	£500	Improve physical accessibility in Junior School play area	Completed Jul 15
Introduced a hearing loop in the Ballroom	190c	Along with improved audio-visual facilities, introduced a hearing loop	Estate Manager	£500	Improve accessibility at concerts and conferences	Completed Apr 16

The School continues, wherever reasonable, to improve its physical accessibility, and has planned or is considering the following measures:

Target	Standard Met	Action Required	Lead	Resources / Cost Estimate	Evidence of Impact on Stakeholder	Target Completion Date
Improving access to the science block	190c	Include in science block infrastructure improvement plan	Bursar	£2000	Improve physical accessibility to science block	Sep 16
Improved access to the Biliard Room, Main House	190c	Widen door area	Estates Bursar	£250	Enable access to the area	Sept 2018
F22 & F23 new	190c	Delivered as part of response to Covid and	Estate Manager	£270,000 circa	Improved physical access	Sept 20

classrooms are fully accessible including fully accessible toilet facilities		the need for additional teaching spaces			to new facilities	