



SEND, EAL and INCLUSION POLICY

(including ACCESSIBILITY PLAN)

Whole School

Relevant Statutory Regulations:	Equality Act 2010, NMS 3 SEN Code of Practice 2015
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Introduction

LVS Ascot ('the School') is committed to the equal treatment of disabled pupils (including prospective pupils) and those with special educational needs. The School works to eliminate disadvantages for such pupils.

This policy is a statement of the aims, principles and strategies for ensuring the effective provision for pupils with Special Educational Needs and/or Disabilities (SEND) in EYFS, Infant and Junior Schools and Senior Schools and/or where a pupil has English as an Additional Language (EAL).

This policy should be read in conjunction with the School's Equal Opportunities Policy, Admissions Policy and Accessibility Plan (see Appendix 1).

In addition, as explained in the school's Safeguarding and Child Protection Policy, staff need to be aware that children with SEND are more likely to be victims of abuse, as they are more vulnerable than children without SEND.

Overview

SEND: A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely a provision different from or additional to that normally available to pupils of the same age (SEND Code of Practice 2015).

*Disability: A pupil is disabled if they have '**...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**' (as defined by the Equality Act 2010).*

Pupils will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Not all pupils who have a learning difficulty or special educational need are disabled.

Aims, objectives and principles

The aims, objectives and principles of this policy and plan are to:

- set out our procedures to enable all pupils with SEND and/or EAL to reach their full potential, to be included fully in the School community and to make a successful transition to adulthood
- afford opportunity to pupils with SEND and ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils.
- ensure compliance with the Equality Act 2010
- have regard to guidance issued by the Equality and Human Rights Commission as is in force and amended from time to time
- detect and manage learning difficulties whilst having regard to the SEND Code of Practice or any substituting or amending code of practice as issued from time to time



- take account of the requirements of the Early Years Foundation Stage
- operate a “whole pupil, whole school” approach to the management and provision of support for SEND and/or EAL
- ensure that all pupils with SEND and/or EAL are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum as appropriate and that the school will be able to meet their requirements
- work in partnership with parents to enable them to make an active contribution to the education of their child
- ensure those with SEND and/or EAL engage with the activities of the School alongside pupils who do not have SEND and/or EAL

The School recognises its duty under the Act:

- Not to discriminate against any pupil (including prospective pupils) with a protected characteristic in the School’s admissions and exclusions arrangements and the provision of education and associated services. Both the School’s Admissions and Exclusions policies are available on the School website.
- Not to treat any pupil (including prospective pupils) less favourably because of a protected characteristic, as outlined in the School’s Equal Opportunities Policies.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage compared to non-disabled pupils
- In performing their duties, governors and staff will have regard to any guidance issued by the Equality and Human Rights Commission as amended from time to time.
- The School recognises and values parents’ knowledge of their child’s disability and its effect on their ability to carry out normal activities and respects the parents’ and child’s right to confidentiality (except where disclosure is required by law)
- The School provides all pupils with a broad and balanced curriculum, and where relevant differentiated and adjusted to meet the needs of individual pupils as described in the School’s Curriculum Policy and SEND, EAL and Inclusion Policy
- The School has a SEND and Accessibility Committee which identifies areas of need and evaluates the progress of pupils with SEND and/or EAL.

Staff Responsibility

The Trustees of the Licenced Trade Charity (‘the Charity’) have overall responsibility for determining the policy and provision for pupils with SEND and/or EAL as necessary.

The Principal has been delegated responsibility for the management of all aspects of the School’s work, including provision for pupils with SEND and/or EAL. The Principal will work in conjunction with the Head of Neurodiversity on the strategic management of the School’s SEND and EAL provision. The Principal will keep the Trustees informed about SEND issues and the implementation of this policy.



The Head of Neurodiversity

The Head of Neurodiversity (SENCO) is the designated person with day-to-day responsibility for the management of SEND provision and its resourcing. The Principal, members of the SMT and the Head of Neurodiversity work together to ensure that all procedures are followed to the benefit of every pupil.

The role of the Head of Neurodiversity is to:

- take day-to-day responsibility for the operation of this policy and co-ordination of the provision made for individual pupils with SEND, working closely with staff, parents and other professionals as appropriate
- keep parents informed about the School's SEND provision
- co-ordinating provision for pupils with SEND
- ensure that the School has all the relevant background information about pupils with SEND
- liaise with and advising teaching staff of strategies to aid their teaching of pupils with SEND
- help staff to identify pupils with learning support needs
- oversee and maintain the records of all pupils with SEND and ensure they are kept up to date
- organise and attend Annual Reviews with the Local Authority and parents for those pupils with an Education Health Care Plans ('EHCP')
- Manage and monitor the Annual Review processes for pupil with an EHCP
- manage 1:1 provision delivered by specialist teaching teams and in-class support provided by Learning Support Assistants (LSAs)
- advise on the SEND requirements of prospective new pupil
- deliver induction training to new members of staff
- promote social inclusion and liaising with/advising colleagues
- liaise with parents and carers of children with SEND, including House Parents of boarding pupils
- deal with SEND administration
- liaise with and the coordination of external agencies
- attend subject department meetings
- contribute to the in-service training of staff, as appropriate
- maintain the Infant and Junior School, Senior School and Sixth Form SEND Registers
- plan/monitor and evaluating ILP targets
- evaluate progress of SEND pupils
- To organise and maintain the relevant JCQ documentation.
- Where applicable apply for exam concessions.

The Head of EAL

The Head of EAL is designated with day-to-day responsibility for the management of EAL provision and its resourcing. The Principal, members of the SMT and the Head of EAL will work together to ensure that all procedures are followed to the benefit of every pupil.



The role of the Head of EAL is to:

- take day-to-day responsibility for the operation of this policy and co-ordination of the provision made for individual pupils with EAL, working closely with staff, parents/carers and other professionals as appropriate
- keep parents and guardians informed about the school's EAL provision
- co-ordinate provision for pupils with EAL
- co-ordinate and provide lessons, as required, for the IJS
- ensure that the School has all the relevant background information about pupils with EAL
- manage group provision delivered by the EAL teacher
- liaise with the Neurodiversity team, as needed to support EAL lesson
- conduct face-to-face or online interviews to ascertain language level of prospective pupils prior to entry
- advise on the EAL requirements of prospective new pupils
- deliver induction training to new members of staff
- liaise with parents/carers of children with EAL, including House Parents of boarding pupils
- deal with EAL administration
- liaise with tutors and subject teachers of EAL pupils regarding ongoing needs and provision
- maintain the Junior School, Senior School and Sixth Form EAL Registers
- plan/monitor and evaluate targets
- evaluate progress of EAL pupils

All teachers are teachers of pupils with SEND.

All teachers are therefore responsible for helping to meet a pupil's special educational needs and/or EAL and for following the Schools' procedures for identifying, assessing and making provision to meet these needs.

Infant and Junior School class teachers, Senior School tutors and Subject teachers have responsibility for the children with SEND and/or EAL in their class. It is vital that pupils with SEND and/or EAL are identified at an early stage so that all academic staff may:

- plan and deliver a differentiated curriculum
- familiarise themselves with the SEND and EAL needs of pupils
- liaise with the Head of Neurodiversity and/or Head of EAL with any queries/concerns about specific pupils
- provide appropriate learning materials/resources for pupils with SEND and /or EAL so that they can fully access the curriculum in class
- Share information on a pupil's learning with the Head of Neurodiversity and/or Head of EAL
- liaise with parents and carers as appropriate
- attend INSET and training sessions specific to SEND and/or EAL

Learning Support Assistants (LSAs) in the Infant Junior and Senior Schools

- support SEND and/or EAL pupils in the classroom and in smaller groups
- attend INSET and training sessions specific to SEND and/or EAL



In-service training for Staff

Arrangements for in-service training in SEN and EAL are consistent with the School's INSET policy. Whole staff training is dependent upon identified needs. Individual needs may be discussed with SMT and appropriate training arranged.

Staff within the SEND and EAL Departments all attend in-service training sessions and additional courses and conferences as appropriate. Staff must attend all relevant INSET. The SEND and EAL teams, individually and collectively, offer in-service training to colleagues, according to their own specialism and the needs of the staff.

Support staff who are directly involved with a pupil or group of pupils, will liaise with the tutor, subject teacher and Head of Neurodiversity and/or Head of EAL in order to plan for, and meet the needs of the individual or group. Teachers will monitor pupils' progress.

Admissions

Please see the Admissions Policy for further information.

The School is a non-selective school with pupils across the ability range, all of whom access a broad and balanced curriculum. The staff within the SEND and EAL teams have the knowledge, skills and experience to meet the needs of various SEND and EAL requirements, and each prospective pupil application is given individual consideration. Reasonable access to specialist SEN and 1:1 teaching for pupils with specific learning difference/dyslexia and dyscalculia can be provided alongside LSA support in-class.

The School is not a Special Needs School, but we have experience in meeting various types of special educational needs, namely, pupils with dyspraxia, with autistic spectrum conditions (ASC), with visual and/or hearing impairments, and a range of needs which may involve behavioural, emotional and social support and provision.

The Governors of the School will ensure that all reasonable steps are taken for pupils with additional learning needs to join in the activities of the School.

When a child has been identified before entry as needing additional SEND or EAL support, an offer will be made stipulating advised provision. Any additional support advised will be a condition of entry and will incur additional charges, in order for the pupil to access the broad and balanced curriculum. If a child is identified as needing additional support after entry, the Head of Neurodiversity and/ or Head of EAL in conjunction with SMT, will contact parents and/ or guardians to advise of additional support required to access the School's broad and balanced curriculum. Any advised and/ or changes to additional support will incur extra charges.

An offer of a place will not be made where, after reasonable adjustments have been considered, the School cannot accommodate a disabled applicant.



An offer of a place will not be made if, after testing, it is felt by the Head of EAL and Head of Neurodiversity that, after making reasonable adjustment, the prospective pupil will be unable to access our curriculum.

Pupils with an Education Health Care Plan (EHCP)

The Head of Admissions will invite parents of prospective pupils with an EHCP to contact the Head of Neurodiversity before a decision to offer of a place is made. The School will consider the EHCP and whether its aims and objectives can be met by the educational provision we deliver. Each application is considered on an individual basis. If an offer of a place is made, special arrangements/visits will be provided for the pupil with an EHCP, and all statutory procedures will be followed. Wherever possible, the Head of Neurodiversity will attend the Year 6 Annual Review.

EHCPs are reviewed formally on an annual basis. Reports are collected and collated, and the School will organise and hold a review. Targets for pupils with EHCPs are reviewed termly.

Assessment for pupils with EAL takes place during their first half-term at school. Assessment is made both formally and informally. It is important to wait until pupils have recovered from 'culture shock' and have settled into their new environment before making long term plans for them. Assessments are made according to Common European Framework (CEFR) guidelines. Pupils with EAL specialist teaching provision will have an IEP drawn up: this will be evaluated and updated as the pupil's English language competence increases.

Bullying

The School recognises that those pupils with SEND and EAL may be at greater risk of being bullied. The School has an Anti-Bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. Where staff have any safeguarding concerns, the School's Safeguarding and Child Protection procedures must be followed.

Integration

The school understands that it can be difficult for pupils whose first language is not English, to integrate. Helping pupils to integrate is the responsibility of everyone at the school particularly Boarding House Staff and the EAL department. EAL pupils are taught British Values and culture and they are encouraged to participate in co-curricular activities alongside their British counterparts. In order to promote the understanding of different cultures to all pupils, an annual International Day and all students are invited to join the International Student Committee.

School Provision

Pupils within the Infant and Junior School benefit from classroom teaching which is supported by TAs across the subjects. In both the Infant and Junior School and Senior School, there is 1:1 (where appropriate) school group specialist teaching provision available for SEND and/or EAL.



This incurs an additional fee to parents, subject always to the School complying with its equality obligations.

When support in class is required, this may be delivered by an LSA. This is delivered using a personalised approach: the aim is for the pupil to take responsibility for their own learning, and to foster independence. In-class support may be required for specific subjects. Provision is monitored closely and adjusted, after discussion with parents/carers.

EAL pupils who want to join Year 12 but whose English is not deemed to be strong enough to do A Level subjects will be offered a place on our Pre-A level course. Here they will receive intensive EAL with particular emphasis on vocabulary.

Pupils with SEND

Identifying need at the earliest point and then making effective provision improves long-term outcomes for a pupil, especially for those in the Early Years provision.

Assess

For prospective pupils and before an offer of a place is made, the School will liaise with a child's current schools (if any) and parents to ensure sufficient information is obtained about any special circumstances affecting the child.

Children new to the Infant and Junior School are monitored by their classroom teacher, who liaises with the Head of the Infant and Junior School. For those pupils in the Early Years provision, monitoring and reviewing a pupil's progress also forms part of the child's formal assessment. If a child's progress in any of the prime areas gives cause for concern, the Head of the infant and Junior School will discuss this with parents and agree how to support the child's future learning and development. This may also require consideration of specialist support where a child may have SEN, EAL and/or a disability.

If a pupil is making less than expected progress (in light of their age and particular circumstances), the Head of Neurodiversity will be notified. The Head of Neurodiversity will gather more information (which may involve observational records and/or diagnostic assessment following consultation with parents) and, where they reasonably consider that a pupil may have a learning difficulty, may request parents to obtain a formal assessment, the cost of which will usually be borne by parents. Any decision to involve external agencies will be taken following discussion with parents. Assessments may be made either by specialist teachers within the school or by an Educational Psychologist who visits the school. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received. The results are used by the School to understand what additional support is required.

The School will also consider what support can be put in place for those children with medical conditions.

The School follows the principle of the Assess, Plan, Do and Review cycle as set out below.



Plan

The Head of Neurodiversity will liaise with parents, the pupil concerned (in light of their age and understanding) and teachers as appropriate to determine that the level of intervention and support is appropriate. Parental involvement is important to reinforce and contribute to a pupil's progress.

Teachers will be made aware of the pupil's needs, the outcomes sought and appropriate teaching strategies. Any plans of support should draw upon a variety of sources of information available i.e. EHCPs, specialist reports, any assessment data, progress reports, subject reports and consideration of teacher, pupil and parent feedback.



Do

The pupil's class/subject teacher and Head of Neurodiversity will ensure the plans of support for the pupil are implemented and will assess the impact of any interventions to ensure they are effective.

Review

Pupil progress will be kept under review and any revised support will be implemented as soon as possible. Pupils (in light of their age and understanding) and their parents will be involved in agreeing further support which could be the setting of new short-term outcomes, a different course of action, a new intervention strategy or a review of a child's targets. Pupil's not making adequate progress in relation to their targets will be reassessed.

The learning support needs of most pupils will be met effectively through the School's SEN Support. Where additional support may be required, the parents and/or the School may request that an assessment is made by the Local Authority (which may lead to the creation of an Education Health Care Plan). Parents are expected to consult with the School before making such a request. Any additional services that are needed to meet the requirements in the EHCP may need to be charged, either directly to the parents, or to the Local Authority if the Local Authority is responsible for fees and the School is named in the EHCP. This is subject always to the School complying with its obligations under the Equality Act 2010.

Pupils' voice

All pupils are involved in making decisions where possible right from the start of their education. Due weight will be given to according to pupils age, maturity and capability.

The role played by parents/carers

Parents' views and contributions are important to the School in helping to meet the needs of all pupils, particularly those pupils with SEND, EAL or learning support needs. Parents and guardians will be supported and encouraged to play an active and valued role in their child's education.

If any concerns arise concerning a pupil at the School, these should be brought to the attention of the class teacher (Infant and Junior School) or tutor (Senior School). These concerns will be referred to the Head of Neurodiversity or Head of EAL who will then contact the parents and/or guardians to discuss their concerns together with the pupil, where appropriate.

It is essential that the School and parents maintain regular contact at each stage of assessment so that parents are fully informed and fully aware of the pupil's needs and the provision which the School is making.

The Head of Neurodiversity and/or the Head of EAL is in regular contact with parents and guardians and is available, by appointment, to meet with them. They attend Parents' Consultation Meetings to discuss any concerns and to review progress.



If parents of external primary school pupils intending to transfer to the School for Year 7 feel that their son/daughter has particular needs, they are encouraged to make contact with the Head of SEND and/or Heads of EAL at the Year 6 or Year 5 stage.

Arrangements for monitoring the effectiveness of the SEND, EAL and Inclusion Policy and Accessibility Plan

The School is committed to regular and systematic evaluation of the effectiveness of its support for those pupils with SEND and/or EAL and how resources are used to address their needs.

The effectiveness of the School's SEND and EAL arrangements and SEND and EAL Policy is monitored by (but not limited to):

- Termly report to Governors
- GCSE and A Level results
- Routine screening tests
- Parents' evenings
- Target Reviews
- School interim progress checks, profiles and reports
- School sanctions including report cards, detentions, exclusions
- Informal feedback
- Regular observation of teaching
- Analysis of the attainment and achievement of different groups of pupils with SEND and/or EAL
- Pupil Voice and parent forums
- Maintenance of assessment records (e.g. literacy and numeracy data) that illustrate progress over time
- Regular meetings between the Head of Neurodiversity and/or Head of EAL class/subject teachers; Heads of Departments; tutors; teaching assistants; SMT
- SEND and Accessibility meetings with the Principal and Head of Estates

The School will retain records of additional or different provision for those pupils with SEND and/or EAL in accordance with the requirements of the Data Protection Act 1998.

Child Protection

The School is dedicated to safeguarding our children and promoting their welfare. We have a rigorous recruitment procedure for new staff and all relevant checks are made as per statutory guidance.

The School has a designated Safeguarding Lead as well as a number of Deputy Safeguarding Leads across the whole school (see the School's Safeguarding Policy). School staff are aware that children with SEN and/or disabilities are often more vulnerable to abuse and staff are made aware of this.

All children are aware and have access to information on various children's services such as Child Line. There are posters in key areas around the School. We have a designated Counsellor who



works under the direction of the Snr. Assistant Headteacher Wellbeing in the Wellbeing Centre. This is a confidential service available to all.

Arrangements for considering complaints about special educational provision

Parents are encouraged to express their concerns to the class teacher (Infant and Junior School) or tutor (Senior School) in the first instance. These will be referred on to the Head of Neurodiversity and/or the Head of EAL.

If parents do not feel satisfied, they should raise their concerns through the School's Complaints Procedure, a copy of which can be found on the School website and made available upon request.

Review

This policy is regularly reviewed by the Head of Neurodiversity, Head of EAL and members of the SEND and Accessibility committee to ensure the whole-school SEND and EAL provision is effective in supporting those pupils with learning support needs and/or disabilities.

Accessibility Plan

The School is aware that difficulties may be experienced from time to time by the need for disabled pupils to move around school site and as a result of the School buildings. The School's Accessibility Plan will consider ways in which accessibility may be improved, subject to planning and budgetary constraints. Accessibility will always be a factor when planning new buildings. The three-year plan includes how the school plans to:

- increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum
- improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled
- improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school

An external Site Wide Accessibility Audit is carried out every 3 years – the most recent one was in December 2022 and recommendations are included in this plan.

Actions to improve Staff Training – September 2024-August 2027 (reviewed annually)

1. ACCESSIBILITY PLAN – ACTIONS TO IMPROVE STAFF TRAINING

	Objective	Action	Timescale	Cost	Responsibility	Actual outcomes or Intended Outcomes
1.	Understand what training is required amongst staff across the whole school	Creation of an online Microsoft Form highlighting what training staff would like to have in a range of topics around Equality and Diversity SEND. This will include questions surrounding staff skill set as well	Annually	No immediate cost	Head of Neurodiversity and IJS SENDCO	Sarah Sherwood delivered INSET session on ADHD and Autism in 2024 All new staff had specific SEND training in January 2024 Continue to evaluate new needs for training and respond to new trends.
2	Deliver regular in-house training across the school	Ensure that SEND training takes place termly through staff meetings and INSET days	Ongoing	No immediate cost	Head of Neurodiversity and IJS SENDCO	Sarah Sherwood delivered INSET session on ADHD and Autism in 2024 All new staff had specific SEND training in January 2024



						<p>Training covered for specific key stages on a range of additional learning needs and SEND information</p> <p>Inclusion bulletin goes out fortnightly</p> <p>Regular 10 minute snippets delivered in morning briefing.</p> <p>Head of Neurodiversity to source National College CPD modules and respond to new trends</p>
3	Deliver annual external provider on prevalent SEND needs and regulatory requirements	Head of Neurodiversity to source appropriate trainers to cover a range of prevalent additional learning needs.	Ongoing	£2500	Head of Neurodiversity and IJS SENDCO	<p>Annual staff training on safeguarding.</p> <p>Biannual training on health and safety.</p> <p>SoundsWrite training completed by EYFS and KS1 staff.</p> <p>Sarah Sherwood delivered INSET on ASD and Autism</p> <p>INSET in January on Girls and Autism and Colourblind awareness.</p>



						Continue to assess training needs and requirements
4	Ensure that the training provided is having a positive impact on the school	Monitor the effectiveness against a benchmark of staff training against feedback from students, parents and staff.	November 2024 and ongoing regularly	No immediate cost	Deputy Headteacher and Head of Neurodiversity	<p>Parents evening appointments are available Neurodiversity department and parents.</p> <p>SEN forum chaired by Head of Neurodiversity and Deputy Headteacher.</p> <p>Continual open-door policy between parents, department and pupils.</p> <p>Lesson observation cycle to focus specifically on SEND in the classroom.</p> <p>Mock Inspection to focus on SEND in the classroom</p> <p>SEND forum to take place in Spring term.</p> <p>To be included in Blue Sky appraisals</p>



5	Providing value for the training that is delivered across all staff	Monitoring of training completion through Heads of Department and completion of MS forms.	Summer 2025	No immediate cost	Deputy Headteacher	Annual audit on staff training
6	Provide appropriate, effective training for SEN teachers	Provision of appropriate training for SEN teachers Developing training needs based on the increasing additional needs of pupils. Look at ELSA training for LSA's to meet needs of pupils	Summer 2024-2026	£2000+	Head of Neurodiversity/HR/Deputy Headteacher	4 SEN staff ELSA trained currently SEN staff (including Head of Neurodiversity) visited LVS Oxford and Hassocks for specialist training. Recruitment of HLTA (Higher Level Teaching Assistant) taking the number to 2. External ELSA training for a number of LSAs. Increased number of SEN teachers on Level 5.
7.	Production of a SEN/EAL good practice booklet	Produce a SEN/EAL booklet of best/good practice including strategies to use when	Winter 2024 and then updated annually	No immediate cost	Head of EAL, IJS SENCO, Head of Neurodiversity	Provision of all teachers with strategies to use in their classrooms when teaching children with additional learning needs.



		teaching SEN/EAL students				Booklet to be produced with key strategies to be used. EAL information to be translated into different languages.
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2. Actions to improve Entrance, Teaching and Learning and Curriculum

- LVS Ascot is an all ability, inclusive school with no entrance exam and therefore the school anticipates that pupils with a range of disabilities will apply for a place
- Each of these pupils will be assessed with the aim of meeting the individual needs whilst ensuring that they are able to access the curriculum within school
- LVS Ascot require parents to inform the school in respect of any recognised disabilities, additional learning needs and special requirements when an application is made for a place
- In line with the SEND policy, through appropriate support both in and out of the classroom all pupils can participate in the whole school curriculum.

LVS Ascot has developed its SEND/Neurodiversity/EAL departments over the last few years due to increased demand from pupils with additional learning needs and/or recognised disabilities. The school has continued to develop in the following areas:

- Appointment of a Head of Neurodiversity rather than traditional SENDCO
- The use of ISAMs (the school's database system) effectively to highlight individual needs of each pupil – managed by the Head of Neurodiversity and the Admissions department.
- Ensuring that advanced planning for all pupils based on relevant information from previous schools is present
- Continuing to liaise with external services and agencies regarding individual students
- Providing individual academic and pastoral support as required
- Developing outstanding learning and teaching across the school, using lesson observations and learning walks
- SEN forum and parents evening appointments for progress review meetings
- Ensuring that all school visits, trips and clubs are accessible for all students
- Using blended learning and a range of teaching methods and styles to facilitate access for all students
- Interventions for individuals are coordinated by Head of Neurodiversity, Head of Key Stage or Snr. Assistant Head Academic

ACCESSIBILITY PLAN – ACTIONS TO IMPROVE ENTRANCE, TEACHING, LEARNING AND CURRICULUM 2022-2025

	Objective	Action	Timescale	Cost	Responsibility	Actual Outcomes or Intended Outcomes
1.	Ensure students of all abilities have access to teaching, learning and curriculums that they can benefit from, academically at all levels	Continue to develop Teaching, Learning and Curriculum, SEND and Online learning policies to address accessibility requirements	Annual	N/A	Deputy Headteachers	Annual review of SEND policy Annual review of Curriculum Policy Regular review of Accessibility Plan
2.	To encourage all pupils to access co-curricular activities.	Actively promote co-curricular activities to all pupils. Ensure wide range of activities on offer both during the school and after school	Termly	N/A	Snr. Assistant Head/Personal Development	Use of Evolve to prove participation rates across all ages. Use of LVS 4 – embedded co-curricular programme. High percentage of uptake across all Key Stages. Producing a visual document of clubs available that can be displayed in classrooms.



3.	To ensure that students have access to a wide range of quality careers information, advice and guidance	<p>Source wide ranging advice on careers.</p> <p>Use of Morrisby in Year 11</p> <p>Use of Unifrog from Yer 10-13</p>	Annual	Cost of Morrisby	<p>Snr. Assistant Head Personal Development/ Deputy Head IJS/Head of Sixth Form</p>	<p>In house careers advisor.</p> <p>Careers programme delivered in Life Learning programme</p> <p>Careers embedded in curriculum in Infant Junior School.</p> <p>Use of unifrog in particular in sixth form to aid career choices</p> <p>Hosting a careers fair for year 11 and sixth form pupils across a wide range of careers</p>
4.	To ensure that pupils, staff, parents and guardians are informed of the Accessibility Plan	Discussion of accessibility impact and planning with parents/guardians/staff	Termly	N/A	<p>Snr. Assistant Head Compliance</p>	Published Accessibility Plan on the school website.
5.	To provide information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience	Use of appropriate methods of delivery for pupils of additional needs	Ongoing	N/A	Class teachers	<p>Use of physical prep diaries rather than relying on TEAMS</p> <p>Newsletter Videos for IJS and SS pupils with key dates and upcoming events.</p>



6	To ensure that staff regularly review their teaching strategies to remove any potential barriers to learning and participation by pupils	Actively review teaching environment with accessibility focus including use of IT, physical adaptations to learning spaces, lighting, room layout, room locations etc.	Annual	Minimal	Class/subject teachers	3 stage lesson observation Use of seating plans Learning Walks Encouraging movement breaks in lessons Neurodiversity discussed at each department meeting. Neurodiversity department open door policy for staff.
7.	To ensure that staff promote the importance of using language that does not offend amongst both our staff, pupils and parents and that, wherever possible, positive examples of disability are portrayed in teaching materials and around the school.	Maintain an up-to-date understanding of the correct language to describe disabilities and source positive examples to include in teaching materials. Use of positive disability examples in whole school life	Termly	N/A	HoDs/Subject teachers/SMT	Assemblies and Life Learning programmes focusing on diversity INSET training from Head of EDI Use of National College Platform to deliver online training Use of Microsoft training platforms to deliver across all staff.



						Continue to source pictures and positive examples of disability.
8.	Continue to ensure that the Neurodiversity department work closely with teaching staff to support in the delivery of information, considering the schools digital transformation strategy	Support teaching staff in the most effective methods of delivering information for pupils with identified or unidentified accessibility needs.	Half termly	N/A/	HoDs/Head of Neurodiversity	<p>The neurodiversity department has an input into the digital transformation.</p> <p>Staff member appointed in charge of digital transformation to include SEND</p> <p>Head of Neurodiversity to meet with SEN representatives from each department on a half termly basis</p>
9.	To ensure that resources are given to pupils with SEND/EAL to improve their quality of learning	<p>Source papers with increased font size, squared paper, coloured paper for those that require it.</p> <p>Install appropriate software on devices which aid pupils learning including ClaroRead, Dragon Dictate, Reading pens, bi-lingual dictionaries and more</p>	Termly	Dependant on resource	Head of Neurodiversity/ IJS SENDCO	In place and consistently being reviewed based on needs



10.	Exam concessions to be provided for written examination where appropriate evidence has been provided and analysed.	Access arrangements are reviewed annually in line with regulations and evidence provided by pupils	Annually but ongoing		Head of Neurodiversity and Exams Officer	Head of Neurodiversity and Exams Officer attend annual training on access arrangements.
11.	Ensure counsellors and wellbeing staff are available to provide support where necessary and work with pupils and staff to deliver action plans that are suited to the pupil's specific needs	The Wellbeing Hub to be available to all pupils across the school – staffed by wellbeing practitioner, counsellors and Medical centre staff – all trained in safeguarding.	Ongoing – annual review	Counsellor salary	Snr. Assistant Head Wellbeing and DSL	<p>Deputy Head Wellbeing to complete course on National College on NICE publication on Social, Mental and Emotional wellbeing in primary and secondary school</p> <p>Deputy Head Wellbeing trained Senior Mental Health Lead</p> <p>Wellbeing hub available for all pupils across the school – counselling and wellbeing practitioner based as well as DDSL and med centre staff</p> <p>As per KCSIE 2024 staff trained to recognise that pupils with SEND are more vulnerable</p>



						Approximately 20% of school staff Youth Mental Health First Aid trained
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Actions to improve Physical Infrastructure

LVS Ascot aims to provide continual improvement in the physical school environment to ensure that all pupils are able to take advantage of education and benefits, activities, facilities or services provided or offered by the school.

It is our aim to continue to work to provide easy access for all students, staff and visitors, including wheelchair users, ambulant disabled and those with impaired sight or hearing.

LVS Ascot will continue to work with planners and take all reasonable steps to ensure that any future buildings and refurbishment projects will consider facilities and services in support of the needs of disabled persons.

LVS Ascot aims to make reasonable adjustments to ensure that all ground floor and first floor areas are accessible with assistance. Where independent access is not possible, clear and concise internal arrangements are to be in place, so that inconvenience is minimised. An example of this is the swimming pool which currently does not have accessibility features. Internal arrangements would include one-to-one assistance or a hired hoist, or similar depending on the specific needs of the individual.

Over the last few years the school has invested in a number of capital projects which have included accessibility from concept through to delivery. These projects include:

- EYFS and KS1 area have been fully refurbished including classrooms to be fully accessible for all
- KS2 areas have been fully refurbished with desks at different heights to ensure accessibility for all
- Main school reception area has been refurbished to include induction loop, different desks height and high backed chairs. .

Within LVS Ascot school grounds there is provision for disabled parking. These spaces are:

- In front of the Main School,
- To the side of the Infant and Junior School
- By the dining hall

Whilst some facilities are not currently accessible for wheelchair users, Personal Emergency Evacuation Plans (P.E.E.P.) would be available for those persons requiring them



Companies that hire the facilities are requested to inform the school beforehand of any visitors who will require assistance and a P.E.E.P. will need to be produced for them by the relevant Manager of the Lettings Company in conjunction with the lettings manager of the LTC.

ACCESSIBILITY PLAN – ACTIONS TO IMPROVE PHYSICAL ENVIRONMENT

	Objective	Action	Timescale	Cost	Responsibility	Actual Outcome or Intended outcome
1.	Improve the internal environment for those with visual impairment	Incorporation of appropriate colour schemes and contrasts during refurbishment and developments. To include light switches, socket outlets, step nosings, signage etc.	Ongoing – as refurbishments, redecorations and new developments are scheduled	Varied	Estates	Sports hall repainted in a bright colour Step nosings been added to stairways in street and other stairways around the school site. Flooring replacements have ensured minimal contrasts Internal refurbishment has had to go through boarding control for accessibility
2.	Improve the external environment for those with visual impairment	Provision of appropriate and sufficient lighting to external areas to provide safe walking routes.	Ongoing	Varied	Estates	External lighting has been upgraded in the IJS walkways



		Provision of clear routes when used as a walkway				<p>High visibility nosings on stairs.</p> <p>New walkways have been created by the lake and CDT block.</p> <p>Regular bag sweeps take place of the school site and facilities provided for storage</p> <p>Continued upgrading of lighting around school site</p> <p>Improved storage of bags by the sports hall.</p>
3.	Improve areas of the school for those with a hearing impairment	<p>Install acoustic panels in areas to be refurbished around the school site.</p> <p>Look at possibility of induction loops whether fixed (in appropriate locations) or mobile (if more appropriate)</p>	2025		Estates	<p>Acoustic panels installed in the dining hall during refurbishment and in the refurbished Key Stage 2 shared area</p> <p>Induction loop has been fitted in the main school reception</p>



4.	To enable those with a hearing impairment to be alerted to fire/evacuation alarms	Installation of visual fire/alert systems as part of refurbishments and ensure all are in working order	Already been completed but tested weekly		Estates	VAD's have been installed in the washrooms. All fire alarms now have an additional beacon head for those with hearing impairment.
5.	To enable those with physical disability to be evacuated promptly and efficiently in an emergency evacuation.	Ensuring that all staff, visitors and pupils have a safe way of evacuation if an emergency were to occur. Writing a P.E.E.P. if appropriate Ensuring risk assessments are drawn up for those with temporary physical impairment (i.e. broken leg)	As and when needed – regularly reviewed		Estates and Deputy Head	Purchase of Evacuation Chair if required



6.	To offer easy access into and within all boarding houses at least in the ground floor and upper floors where feasible	Ensuring the door widths are suitable for wheelchair users and there are sufficient compliant WC/shower/bath facilities. Ensuring direct access is available. Kew House is a first floor only house	2026	Substantial cost involved	Estates, Head of boarding	Installed hold back door guards so doors can be held open.
8.	To ensure appropriate access options are available around the exterior of school buildings	Ensure that pathways are maintained and repaired as appropriate on an ongoing basis	Ongoing	Costs included in maintenance budget	Estates	Additional pathways have been installed by CDT and the lake. Increase in number and signage of disabled parking bays Improve the storage options of bags by the sports hall.



9.	To ensure appropriate access to all school classrooms and interior buildings for people/pupils with physical impairments	<p>Ensure that lifts are maintained to allow all access to ground floor and first floor.</p> <p>Ensure that all classrooms are accessible for pupils with physical impairments</p> <p>Ensure that at least one pc is accessible to a wheelchair user and provide a high-backed chair with arms in the Dining Room, Library and IT Suites.</p>	<p>On-going</p> <p>2026</p>		<p>Estates and Snr. Assistant Headteacher Compliance</p>	<p>Sixth Form centre has chairs on wheels with desks that are able to be moved around.</p> <p>Academic classrooms allow access for all.</p> <p>Furniture suitability will be review in 2025 and replacement where deemed appropriated will be budgeted for 2026</p>
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		Ensure that all classrooms have blinds or curtains.				Completed
10.	<p>To improve the safety of pedestrian and vehicular movement around site and internal areas/stairs.</p> <p>To ensure suitable wayfinding and signage</p>	<p>To ensure that clearly marked walkways are provided and that there is suitable signage indicating the direction of disabled car parking.</p> <p>Paint nosings on all outside steps where necessary and where there is no tactile paving and re-paint</p>	<p>2025</p> <p>Completed</p>		Estates	<p>The site was lined-marked in August 2022 and include pedestrian walkways.</p> <p>Additional signage installed for disabled car users.</p> <p>Staircase nosings were all replaced in 2020.</p>



		<p>at the first sign of wearing. Paint nosings in a contrasting colour.</p>				
		<p>Ensure that all set of steps are fitted with two sets of handrails.</p>	2025			<p>Additional handrail required to the external stairs leading to West Teaching playground from the LTC car park.</p>
		<p>Mark tape at the start and end of every external/ internal handrails to aid the visually impaired students and visitors. Mark start and end of ramps as indicated. Ensure that the ramps and ramped entrances are kept clear of grit and gravel which could present a trip hazard and that the surfaces are kept in good condition.</p>	2025			<p>The Street has hazard tape along exposed areas. This was done in 2020.</p>
		<p>Ensure all signs are in lower case with an initial upper case letter.</p>				<p>Feasibility of all hand rails to have a clear start and end point.</p>



		Incorporate tactile signage in all your future signs.	On-going On-going			This is being done as and when signage is being replaced.
11	To enhanced comfort and accessibility in the visitor areas.	Provide a high-back chair with arms for people who may find it difficult to rise from the style of chair provided. Induction loop	2025	Cost included in furniture budget	Estates Estates	Chair to be purchased Induction loop installed in main school reception Induction loop to be installed in IJS reception and SS student reception
12	Catering provision	Ensure that at least one table is accessible for a wheelchair user and that one High backed chair with arms is provided. Purchase a suitable outdoor picnic table for wheelchair users if	2025		Estates	Furniture suitability will be review in 2025 and replacement where required will be budgeted for 2026



		a child in a wheelchair is admitted into the school.				
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Actions to improve Social Media and Publications

LVS Ascot aims to make it's website accessible for people of all abilities including those with visual, hearing, cognitive and motor impairments as well as translation tools to view the website in other languages. The school aims to provide a high level of usability across all of it's web presence by following best-practice accessibility guidelines.

LVS Ascot will aim to ensure that it's physical marketing material will be produced in various formats (font size, colour scheme) to cater for potential students and their parents of all abilities.

	Objective	Action	Timescale	Cost	Responsibility	Actual Outcome or Intended outcome
1.	To ensure that LVS Ascot school website is accessible for all potential pupil's, parents and guardians	Look into opportunities to translate website into key languages. Ensure website is available for all with visual, hearing, cognitive and motor impairments			Head of Marketing/ Principal/Head of Admissions	Fully inclusive website reaching all potential applicants. Handbooks translated into different languages
2.	To ensure that marketing material and other publications will be accessible for all potential pupils, parents and staff	Producing prospectuses and brochures in different languages and different font sizes. Ensuring that publications are produced in a range of ways	2024-2026			Delivery of key information via video on FaceBook Live and YouTube – LVS Perspectives Production of publications in a range of different ways and languages to target all potential pupils and parents.



Links to Other Policies

Safeguarding and Child Protection Policy

Admissions Policy

Access Arrangements Policy

Examination Policy

Exclusions Policy

EYFS Policy

Complaints Policy

Curriculum Policy