

AMDG



# Donhead Preparatory School

## SENDA Accessibility Plan

**Period covered by this plan: September 2024-2027**

### Introduction

The Disability Discrimination Act (as amended by the Special Educational Needs & Disability Act 2001) required all schools to plan to increase the accessibility of schools for disabled pupils.

The Equality Act 2010 builds on the SEN and Disability Act 2001 and the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education
- To plan to increase access to education to disabled pupils

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

This plan sets out the proposals of the Governing Body of Donhead to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school's curriculum.
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the school, and
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- Take reasonable steps to avoid putting disabled pupils at a disadvantage on admission and education

*Reviewed Michaelmas 2024; Next Michaelmas 2025 (S,P&C Committee)*

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed, and revised as necessary and reported on annually. The Priorities for Development are below.

## Definition

The [Equality Act 2010](#) defines disability as 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'*.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis, and cancer are all considered as disabilities, regardless of their effect.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Some disabled pupils also have SEN and may be receiving support via school-based SEN Support provision or an Education, Health and Care Plan (EHCP). Just because a disabled pupil has SEN or has an EHCP does not take away the duty to make reasonable adjustments for them. In practice, of course, many disabled pupils who also have an EHCP will receive all the support they need through the SEN framework and there will be nothing extra the school has to do. However, some disabled pupils will not have SEN, and some disabled pupils with SEN will still need reasonable adjustments to be made for them in addition to any support they receive through the SEN framework.

The [Equality Act 2010](#) sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass, or victimise disabled children and young people.
- They must not discriminate for a reason arising in consequence of a child or young person's disability.
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e., to put them on a more level footing with children / young people without disabilities.
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty.
- Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and  
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exclusions. All providers must make reasonable adjustments to procedures, criteria, and practices and by the provision of auxiliary aids and services. Reasonable adjustments duty is 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service. In the [Equality Act 2010](#), there are three elements to the reasonable adjustments duty that relate to:

- Provisions, criteria, and practices
- Auxiliary aids and services
- Physical features

This means that School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The duty to make reasonable adjustments requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities, and services that the school provides for pupils. Many reasonable adjustments are inexpensive and will often involve a change in practice rather than the provision of expensive pieces of equipment or additional staff. A school's duty to make reasonable adjustments is an anticipatory one owed to disabled pupils generally, and therefore schools need to think in advance about what disabled pupils might require and what adjustments might need to be made for them.

Without intending to be exhaustive, the following are some of the factors that are likely to be considered when considering what adjustments is reasonable for a school to have to make:

- The extent to which special educational provision will be provided to the disabled pupil under Part 3 of the [Children and Families Act 2014](#).
- The resources of the school and the availability of financial or other assistance.
- The financial and other costs of making the adjustment.
- The extent to which taking any step would be effective in overcoming the substantial disadvantage suffered by a disabled pupil.
- The practicability of the adjustment.
- The effect of the disability on the individual.
- Health and safety requirements.
- The need to maintain academic, musical, sporting, and other standards.
- The interests of other pupils, prospective pupils, visitors and Staff

The Statutory Policies for Schools (Sept 2014) states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

#### **Other relevant legislation, regulations & guidance;**

[Children & Families Act \(2014\)](#)

[The Special Educational Needs & Disability Regulations \(2014\)](#)

[The SEND Code of Practice \(revised April 2015\)](#)

[Supporting Pupils At School With Medical Conditions \(2014\)](#)

[Working Together to Safeguard Children \(2023\)](#)

[Reasonable adjustments for disabled pupils \(2012\)](#)

[Disability Discrimination Order \(2006\)](#)

[The Mental Capacity Act Code of Practice: Protecting the vulnerable \(2005\)](#)

[The Children Act 1989 Guidance and Regulations Volume 2 & 3](#)

DfES "Accessible Schools: Planning to increase access to schools for disabled pupils"

*Reviewed Michaelmas 2024; Next Michaelmas 2025 (S,P&C Committee)*

## Our vision and values

Donhead is committed to providing the best quality provision for disabled pupils and adult members of the wider community. We want to ensure that all children have full and equal access to the curriculum that prepares them for life beyond school. The same commitment applies to the extended curriculum beyond the school classroom. The school will work to remove barriers in every area of the life of the school and this will be part of the school's wider commitment to equal opportunities.

It is our intention to involve all staff in the development of the plan. We hope that all parties will feel a sense of ownership of the plan. The next three years will provide an opportunity to remind staff of the three key duties towards disabled pupils and their responsibility to remove barriers to learning for disabled pupils.

## School's Context

Donhead is an independent Jesuit school, for children who age from 3 years to 11 years, which occupies an old country house and grounds in the outskirts of Wimbledon. The school became co-educational in September 2024, as well as opening the Preschool provision, welcoming children from the age of 3 years old. The school comprises of two buildings covering an average site, mostly of one or two storey-construction. There is also a school library in the form of a small, single storey room in the grounds, as well as an office pod situated near the car park. The grounds are pleasant and include two large artificial grass areas for sports and playtimes, and two smaller raised areas, covered in astro turf for Early Years students to play and learn. In addition to this, there are two outdoor learning classrooms, with spaces for children to set, explore and learn outdoors.

There are separate sports grounds located at Coombe Lane. There is disabled access available from the Somerset Avenue entrance. The sports grounds are shared with The Old Wimbledonians Association, which is an alumnus network of former Wimbledon College and Donhead pupils. Games and other sports events take place there, and the students are transported to and from in school minibuses. All PE/Games teachers, Site Manager, IT Manager, Deputy Head, Bursur and two additional teachers in Prep have appropriate training and hold driving licences for the purpose of transporting students.

The school enjoys a good reputation locally for the quality of SEND provision. All the classes are small, with maximum class sizes set at 22 pupils, and all the classes from Reception to Year 6 have trained Teaching Assistant support throughout the day. The school employs a SENDCO who also benefits from a SEND Support Teacher, 3 days per week, and a full-time Specialist SEN Support Teacher.

The school has a Lay Chaplain, and the school has regular times of worship either at school, in the chapel of the local Jesuit secondary school or in the local Parish church.

All staff receive annual updates to their Safeguarding training for child protection. All outside professionals are required to complete Safeguarding training and provide evidence of completion if completed through their professional body/ other educational setting.

The school offers excellent before-school and after-school facilities, including Breakfast Club, Homework Club and a wide range of lunchtime and after-school clubs and sports. There are many off-site visits and opportunities to play sport at the school's sports ground and to participate in fixtures with a wide range of other schools.

The school gathers data on disabled pupils upon entry to school, and then annually at the start of each academic year, and their attainment levels. Students with disabilities are placed on the SEND Support List. Students with medical

condition have their Individual Health Care Plans written. The school works closely with outside professionals and organisations supporting students with disabilities.

The school SENDCo visits all students joining our Reception classes in their current nursery setting/childminder/home to ensure the best transition and plan for the year ahead. All previous educational settings are contacted to provide students' reports and complete a form, including information about SEND, for all prospective students. Information gathering and transfer on admission and transition to secondary school, enables effective evaluation and planning for individual students needs.

Risk Assessments are completed for individual students with mobility issues/ disabilities on admission, for school and outings. For outings, higher adult to student ratio is ensured. Individual students with high level of needs have individual Risk Assessment completed for when they are at school and for outings.

All staff are made aware of student with disabilities, to ensure that their safety in lessons and around the school, including break, lunch times and outings. School is clearly sign posted, rules supported with pictures and visual timetables are widely used to support students with SEND. To ensure effective communication between the school and home, there are school – home diaries used for individual students.

## **Admissions**

Donhead is a non-selective and inclusive school. In line with the Equality Act 2010, we welcome candidates regardless of race, ethnicity, religion, disability, long-term medical conditions or SEN. *Please refer to Admissions Policy.*

## **Current range of known disabilities**

At present we have one wheelchair dependent member of staff and no wheelchair dependent pupils. We have a range of children with Special Educational Needs including specific learning difficulties; Developmental Language Disorder, social, emotional and mental health difficulties; those diagnosed with ASD and physical/sensory disabilities, as well as serious medical conditions, including a child who has type 1 diabetes, children with asthma and allergies. Each child with serious medical conditions has a Health Care Plan co-produced by a medical professional, parents and school representative. Key staff receive training from specialist service to support individual students and relating to their specific condition. For school outings, we ask the family to accompany individual child, if sufficient trained member of staff is not available or to preserve the correct staff to student ratio or to ensure the safety of the child and others.

## **Health and Safety**

The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risks. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a pupil's time at the school.

There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the disabled pupil or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

## **Increasing the extent to which disabled pupils can participate in the school curriculum and school life**

The school has many priorities over the next three years, which will be reviewed to ensure that all pupils are equally able to participate and have equal access to the curriculum, extensive extra-curricular provision and to the school premises.

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The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- SEND Governor
- Headteacher
- SENCO
- Bursar
- Parent representative
- Child / young person

### **Process**

Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed
- 2) Actions to eliminate barriers identified (with short-term, medium term and long-term targets).
- 3) Goals and targets set which can be measured & include time frames.
- 4) Consultation with school staff, governors, and other bodies i.e., parents/ carers,
- 5) The Plan's contents checked.
- 6) Publication of the plan (and included it in the governors' report to parents).
- 7) Implemented the plan and allocated adequate resources.
- 8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will:

- Continually review the environment of the school, the way we plan, prepare, and deliver curriculum and the information we provide for children / young people so that we can improve the access for both individuals and groups;
- Work to provide an atmosphere where all children / young people feel safe and valued;
- Promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- Examine those parts of our active and extra-curricular activities which may have limited access for children / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

### **Accessing the School's Accessibility Plan**

This plan is accessible on the school website.

### **Other School Policies & Documentation**

The Accessibility Plan should be read in conjunction with the following policies, strategies, and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Special Educational Needs Policy
- Admissions Policy
- Behaviour Management
- Complaints Policy

### **Extent to which disabled pupils can participate in the school's curriculum**

## Modifying the curriculum and the National Strategies to match pupils' needs

Teachers have a statutory duty to modify the programmes of study (or National Strategy materials). "Schools have a responsibility to provide a broad and balanced curriculum for all pupils." National Curriculum, QCA, 2008. This is more than just giving pupils 'access to the curriculum'. The curriculum is not immovable, like some building, to which pupils with SEN and/or disabilities must gain access. It is there to be changed, where necessary, to include all pupils. The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils.

As set out in the National Curriculum statement, the three principles underpin the development of inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

These principles allow teachers to: " choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, or "modify the curriculum to remove barriers so all pupils meet the same objectives. In the first instance, High Quality Teaching that is differentiated and personalised will meet the individual needs of most children and young people. Planning for pupils with SEN and/or disabilities is part of the planning for all pupils and focuses on removing barriers for pupils with SEN and/or disabilities. Students' individual targets inform planning, when appropriate planning smaller steps to achieve the learning goal, provide additional resources or to use the support available to do this, either from the SENCO or TA. Some pupils with SEN and/or disabilities should be allowed to demonstrate their understanding in different ways from their peers, such as, providing answers verbally, pictorially, providing a mind-maps, etc.

At Donhead, Key people will be involved in putting these principles in practice:

- The Senior Leadership Team oversees the review and delivery of the curriculum
- The SENDCO ensures that the needs of children with special needs are being met within existing schemes of work
- Subject leaders monitor changes to schemes of work and develop the quality of teaching and learning in subject areas

This is to ensure that:

- Every teacher at Donhead has a responsibility to make reasonable adjustments to support the individual needs of all pupils to help overcome barriers to learning, supported by the advice and expertise of the SENDCO.
- Teaching staff offer high quality, differentiated teaching to all pupils, including those with SEND.
- The class teacher is responsible for the progress of pupils with SEND in their class, even when those pupils also receive individual learning support outside the classroom.
- All pupils, including those with SEND, are assessed regularly in all subjects.

On admission, we request that the parents disclose if a child has additional needs and submit any professional reports completed prior to application. This is to inform planning and necessary reasonable adjustment to be put in place for the child.

Information about students SEND is kept centrally and shared with all staff in the form of a summary and professional reports are shared on 'need to know' basis a SEND Register and Individual Profiles for students who have Education Health and Care Plans (EHCP) that includes key students, brief descriptions of their needs and strategies to support.

- School Support (SEND Register), Watch Lists and Exam Access Arrangements (EAA) Register are saved on the shared area accessible to all staff and updated regularly. Information about SEND is also accessible through Engage (school information management system) and a small icon next to student's name on class register alerts teachers about their SEND.
- SENDCO holds the Certificate of Competence in Educational Testing, Real Training & Dyslexia Action, 2016; The British Psychological Society Test User; RQTU Membership No: 407494 and Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A), Real Training & Dyslexia Action, 2016 to enable her to complete relevant assessment to enable early identification and intervention.
- The school puts appropriate Exam Access Arrangements (EAA) in place, as per JCQ guidance 2021-22 and Key stage

2 access arrangements guidance October 2021, to enable student to access curriculum and assessments and to establish the best normal way of working in class and assessments. Access arrangements might be used to support pupils who have:

- difficulty reading
- difficulty writing
- difficulty concentrating
- processing difficulties
- a hearing impairment
- a visual impairment
- a physical impairment
- temporary injury
- English as an additional language
- Colour vision deficiency

- SENDCo liaises with all Form Teachers to review Support and Watch Lists once a term.
- There is a clear and robust 'Raising a Concern' process in place to enable early identification.
- Information from professionals, such as, Reports and emails are shared with individual student's teachers.
- TAs' timetables are managed by the SENDCo to ensure that the key students are supported across the school day.
- All students are fully included in all aspects of the curriculum and school life.
- Creating and converting texts and information in alternative formats. Where practicable, the school will provide documents in large print format upon request. We also provide coloured overlays.
- Students are encouraged to use technology to access learning. For example, we permit the use of word processors, the read aloud/ dictate function. Some students with reading difficulties use C-Pen Reader.
- Pupils have access to a flexible homework structure, allowing for demands at a different level to their peers
- Pupils have access to all taught lessons using whichever differentiation is appropriate to their needs (Quality First Differentiated Teaching) and as recommended by professionals.
- SENDCo liaises with Outside/ Extracurricular Clubs providers regarding students with SEND.
- All new staff have induction discussions about how to support pupils with learning needs.
- Access to specialist help will be provided for any pupil, where reasonable and practical.
- To enable safe arrival and departure from school, later/earlier times are used to inform a personalised timetable.
- The school SENDCo works closely with several outside practices and professionals, such as, Occupational Therapists, Speech and Language Therapists, Specialist Teachers at additional cost to the parents. The school offer a suitable workspace to enable students to receive additional provision as part of their normal school day.
- If for any reason it is not possible to be delivered at school, we allow students to attend specialist therapy off site.
- All students are educated about disabilities and inclusion as part of the Jesuit Ethos (Jesuit Pupil Profile), PSHEE Program and school assemblies.
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- Teachers are put in contact with professionals working with individual students, to enable regular communication, information and skills transfer. Specialist reports are disseminated to key staff.
- When appropriate and possible, Form Teachers are invited to the target review/ meetings for key students.
- There are transition meetings in place at the end of every year for each class to ensure transfer of information for key students with SEND.
- There are also termly Pupil Progress Review Meetings help by the Assistant Headteacher Assessment and Curriculum, Assistant Headteacher/SENDCo and Form/Subject Teachers for all students from PP1 to Elements after each Assessment Period. These meetings help to identify students who are underachieving and actions that need to be put in place to support.
- The school SENDCo, with parental permission, will complete observations and additional assessments to inform support and whether a specialist needs to be involved.
- School related information is presented in a coherent visual format to support comprehension and retention of information.
- Teachers have clear seating arrangements for their classes and take into their consideration adaptations for individual students, such as, sitting away from distractions, close to the front, facing forward, etc.



- There are arrangements in place for students who are off school that include access to remote learning, work being provided for home and regular communication with parents/ carers is maintained.
- There are provisions for children who have social, emotional and mental health needs which are a barrier to their inclusion in education and wider school life. Mental Health and Behaviour in Schools (DfE June 2014) provides useful guidance on supporting pupils with mental health needs. The school provides ELSA support to students in response to parental and staff concerns. There are two members of staff who have completed accredited ELSA training and have the mandatory follow-up supervision sessions. One TA is completing Lego Therapy training to further enhance our provision in this area. We also have a Therapy dog visiting the school regularly.

**The physical environment of the school for the purpose of increasing the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the school.**

Where physical access to the site is difficult for a prospective pupil, the school recognizes a need to be proactive in enabling such access. Accordingly, pupils with relevant disabilities will, where practical, be:

- 1) Placed in a classroom that is most convenient for physical access
  - 2) Prioritized in the writing of the timetable with regards to accessible rooms and set allocations
- For students with physical disabilities, adaptations to school buildings would be specific to the needs of the individual child and as recommended following an assessment by an Occupational Therapist, Physiotherapist or any other professional involved in the treatment and care of an individual child, in consultation with a SENSS specialist advisory teacher. This may include the installation of ramps, handrails, automated door openers, widening doorways, accessible toilet and changing facilities.
  - There is a lift situated in the main building to enable access to the first floor. The newest building has a sloped corridor to ensure that anyone using a wheelchair can move between the buildings with ease. On the first floor in the old building, there is a plan to install a ramp to ensure wheelchair access to the SEND classrooms and Offices.
  - There are two disabled toilets in the main building located on the ground floor. If necessary, students are assisted when using toilets.
  - Students' toilets in the Reception/LP1 block have been refurbished and adapted for the use of younger children.
  - For students with temporary injuries, suitable arrangements are agreed and put in place for movement around the school, inclusion in PE/Games. Alternative arrangement or adjusted timetable may also be considered.
  - To enable safe arrival and departure from school, later/earlier times are used to inform personalised timetable.
  - Teachers have clear seating arrangements for their classes and take into their consideration adaptations for individual students, such as, sitting away from distractions, close to the front, facing forward, etc.
  - The furniture and desks are arranged in a way that a student with disabilities can move easily and safely around the classroom. During lesson transition, students with disabilities walk/ move usually at the front/ back to enable closer supervision/ Other students help with opening and holding the doors.
  - All students are fully included in all aspects of the curriculum and school life.
  - TAS' timetables are managed by the SENDCo to ensure that the key students are supported across the school day.
  - The school puts appropriate Exam Access Arrangements (EAA) in place, as per JCQ guidance, to enable student to access curriculum and assessments and to establish the best normal way of working in class and assessments. The SENDCo and Specialist Teacher hold recognised qualification for EAA assessments.
  - For students/ parents with visual and hearing impairment, LA's Sensory Impairment Team will be contacted to help with the assessment of the school environment.
  - The improvement of the acoustic environment for children and young people with hearing impairment, including physical adaptations, resources permitting, will be made to provide a quiet room for individual support work for children and young people with a significant hearing impairment. Some of the classrooms have already been fitted with the sound-absorbing ceiling panels, most Prep classrooms are fitted with carpets. Further adaptations will be informed by the BB93: acoustic design of schools - performance standards to ensure a suitable number of classrooms achieve the required acoustic conditions and sound field systems are installed in key curriculum areas.
  - For visually impaired students, depending on the needs specific to the individual child and setting, may, for

example, include the painting of yellow lines to highlight trip hazards, changes to internal lighting, the addition of handrails or trails and Braille signage.

- Students who have sensory processing difficulties or social communication and interaction difficulties, such as, ASD, and those who need personalised learning approaches, including those with attention difficulties, may be provided with visual timetables, 'Now and Next' card, learning breaks using the exit cards and access to a calm, distraction free, predictable learning environment with reduced sensory stimulus to help reduce anxiety and distress, whenever possible. Similarly, students are offered alternative, quieter areas during lunch, with supervision when possible.
- Children who are disruptive or disturbing others may need extra space/opportunities to move around and to ensure a comfortable distance between themselves and others. Some may take extreme risks or have outbursts and need a safe place to calm down. The schools avoid withdrawing pupils, however, in such rare instances, their safety and others' safety would inform any such decisions. There is also need for Positive Handling Training for Staff.
- In the future, further environmental adaptations may include the provision of an accessible, alternative teaching and learning space within the school to which children and young people can be withdrawn should the classroom environment become overwhelming or present sensory challenges.
- Planning for new accommodation and adaptations need to consider sensory sensitivity, space for personalised learning approaches and calm supportive environments.
- Staff receive a regular training that foster inclusion through robust compulsory CPD delivered during the INSET days The school also encourages all Staff to complete additional training through TES (under review), Merton CPD, The Independent Association of Prep Schools (IAPS), Independent Schools Council, and other means relevant to their role and as part of individual Staff Development and Appraisal process. Staff work closely with the professionals involved in the support of individual students with and without EHCP.
- There are two outside areas designated for outdoor learning. The outdoor classroom is fully accessible to the new path that goes around the lawn.
- Planning has been submitted to Merton for an addition of the new building for Preschool Classroom.
- We are developing a classroom as a Science laboratory which has full access from the lift.
- Add changes ahead of the school becoming co-educational- We have had new, smaller size toilets fitted for the sole use for the Preschool and Reception students. All of the newly refurbished toilets have separate cubicles.
- Needs of parents with disabilities are taken into account when planning events at school and outings to ensure parental participation.

## Auxiliary aids and services

- When new equipment is purchased, and every reasonable effort will be made to purchase equipment that meets the needs of pupils with disabilities in a better way than the existing equipment it replaces.
- The school SENDCO arranges for regular INSET to teachers and teaching assistants to support them in better communication with pupils with LDD, special educational needs or other disabilities
- There is a range of support aids available, including, wobbly cushions, fidgets, exercise balls, pencil grips, which can be requested by the Form Teacher directly form the SENDCo. The Stock is taken and replenished annually and/or as necessary.
- SENDCo provides handwriting pencils with easy grip for students in Pre-Prep.
- A range of technologies is available to support pupils with SEN and/or disabilities (via LgFL and other software and aids for individual students) This is continuously reviewed and improved. SENDCo liaises with professionals and the school ICT Manager to enable the effective use of technology to:
  - Train or rehearse, for example, to help pupils gain literacy and numeracy skills.
  - Assist learning: to removes barriers to communication and interaction and includes text readers and speech and communicator devices, using keyboard shortcuts instead of a mouse, screen filters to help with glare.
  - Enable learning by removing barriers to learning and participation for particular pupils or groups of pupils. For example, Microsoft Office contains accessibility facilities for disabled pupils.
- SENDCo keeps register of students using word processors and shares with all staff. SENDCo provides advice on

how to support students in using word processors as normal way of working in class. There is a separate Use of Laptops Policy and Agreement developed by SENDCo and IT Manager and reviewed regularly to ensure it complies with relevant guidance.

- SENDCo has established network of professional services, such as, OT, SALT and provides advice to and liaises with the parents and relevant services in arranging in school provision, including arrangements for appropriate time and place.
- SENDCo attend regular SENCo Meetings and training provided by Local Authority as a PVI for Early Years and accesses relevant support services and training through Merton CPD.
- SENDCo completes application for additional support, such as Early Years SEND Advisory Support Service, to obtain Early Years SEND Advisory Support and SEND Inclusion Fund (SENDIF) or EHCP.
- SENDCo completes referrals to NHS SALT Service and Child and Adolescent Mental Health Service (CAMHS) when appropriate, and liaises with health and educational professionals during assessment, identification, planning of provision and review of individual needs.
- Specialist Teachers from Sensory Impairment Service visit the school to observe and provide advice on use of auxiliary aids and classroom strategies and environmental changes necessary to support students who are hearing or visually impaired.

### **The delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.**

The school aims to provide information for disabled pupils and parents in accessible formats, which may include:

- large print
- appropriate/different fonts
- coloured overlays/ paper/ background
- reading and/or explaining information verbally
- placing information on the school website
- information sent to parents/ carers in different formats/means/media
- Parents Information Events/Coffee mornings and Weekly Newsletter
- Parent Forum to allow parents to come and contribute verbally- move it to a more appropriate place if necessary

If the need arises, the school will endeavour to provide information using BSL and Braille for pupils and parents. The school uses diaries and emails for information sharing. There is also a weekly newsletter available to all and the school continuously develops the school website. Home-school diaries are also used based on individual needs.

### **Provision for Staff with Disabilities**

- 1) Information concerning disability is included in the application form. This would lead to a discussion of the actions necessary should the candidate be appointed.
- 2) The application process takes into consideration prospective candidates' disabilities.
- 3) If necessary, additional support staff will be employed to enable the member of staff to fulfil his or her responsibilities.
- 4) Timetable adjustments and room allocation may be made to reflect the needs of disabled members of staff.
- 5) In the event of a current member of staff in need of disabled facilities, the school will do everything reasonable to allow the member of staff to continue in their current role or find suitable alternative employment for them.
- 6) Within financial constraints, the School will aim to adjust the premises to reflect those needs.
- 7) The Headteacher and the Board of Governors will take positive action against any employee's harassment of another employee either on grounds of disability or any other grounds recognised by the law. All employees have a duty to report instances of harassment to the Headteacher (or in the case of harassment by the Headteacher, to the Chairman of Governors).
- 8) The school uses the reasonable adjustment approach when meeting needs of Staff with disabilities, including, purchase of auxiliary aids, specialist equipment, etc.
- 9) There are separate Risk Assessment and Individual Fire Evacuation Procedures (?) in place for individuals, based on their specific disability.

10) Occupational Therapy/ relevant professionals will be involved in advisory role if necessary.

## Welfare

- 1) Welfare difficulties arising from issues surrounding disability – bullying, non-integration, complaints and so on – are dealt with by existing school systems, such as the Anti-Bullying Policy and the Behaviour & Sanctions Policy.
- 2) The school's pastoral care system is already in place to monitor the welfare of all pupils.
- 3) The Assistant Headteacher (Pastoral Care) would take a leading role in overseeing the welfare issues of any disabled pupils.
- 4) Perhaps we should add something regarding fee reduction/ help when family financial circumstances change at Governing Body /Headteacher's discretion.

## Monitoring Arrangements

The Governing Body is ultimately responsible for the implementation of this plan and reviewing it regularly by means of reports from the Headteacher. Curriculum issues will be reviewed. by the Governors' Curriculum Committee and asset management will be the responsibility of the Finance Committee. The school has regard to the need to allocate adequate resources for implementing the plan. The Chairs of each Committee will report back to the termly meeting of the full Governing Body.

The management and monitoring of this plan must fit in with existing line-management and school development planning systems:

- The needs of individual pupils are reviewed at least termly, according to need.
- The plan is drawn up after the school has considered the pupils' disabilities and any preferences expressed by them and their parents.
- The Headteacher will report to the appropriate Governors' Committees.
- The plan will be reviewed in June Michaelmas Term each year as part of the Annual School Self Review for progress to shape the School Development Plan.
- Feedback from parents/carers, and voluntary organisations.
- Feedback from children in a form of Annual RHE and PSHE Questionnaire for Y5 and 6 and PASS Survey
- Monitoring complaints

## Right of Appeal

If any individual is not satisfied with the content of this plan, they have the right to appeal to the Governing Body. Any such appeal must be made in writing and include a statement specifying any perceived failures.

## Actions Completed

The following actions have been completed:

- 1) A new minibus was purchased with disabled access to the rear in January 2017.
- 2) The completion of the St Nicholas Owen Building in September 2016 provided disabled access to all areas of the school.
- 3) A ramp is now installed to access the minibus car park area.
- 4) Installing a ramp by the LP1 and LP2 Classrooms, and outside Elements A leading to SEN 2. It was concluded that the trip hazard.
- 5) The whole fence on Edge Hill has been upgraded to provide secure and robust fencing to increase safety of the sight.
- 6) There is a Maintenance and repairs log book in the staff room for reporting areas needing attention and repairs.

Recent improvements supporting the accessibility plan

*Reviewed Michaelmas 2024; Next Michaelmas 2025 (S,P&C Committee)*

- Do any of our minibuses have a ramp access and capacity to take a pupil in a wheelchair?
- Training for new staff [and refresher training for other staff] in the use of the minibus and the necessary chair restraints
- Training provided for an increased number of staff on use of the 'evac-chair'

## **Future Development**

The school has set the following priorities in its current development plan that will support the school's accessibility plan:

- We are developing a new website which will have measures in place to ensure that users with disabilities have greater access to material on the website.

## Donhead School Accessibility Plan 2021-2024

Ain 1: To increase the extent to which disabled pupils can participate in the school's curriculum				
Students				
Target	Action/Improvement required	Responsibility	Notes/Resources	Timescale (Short/Medium or Long-Term)
Compliance with the Equality Act 2010	All statutory policies reflect inclusive practice and procedures and are reviewed regularly.	Governing Body Headteacher SENDCo As specified in separate policies		As specified in each policy
Gathering and monitoring information on pupils with SEND on admission, when at Donhead and on transition to a different educational setting/secondary school. This includes collaboration and sharing between school/s, families, and professionals	<ul style="list-style-type: none"> <li>Follow up with the family if information not disclosed at admissions. Information to be requested during the visit to school.</li> <li>If information is disclosed, request IEPs and reviews from previous educational setting.</li> <li>Information about SEND to be provided in an accessible and user-friendly format on school website</li> <li>Dates of professional reports to be monitored and parents advised on re-assessment, if necessary</li> <li>Additional assessments completed to meet criteria for Exam Access Arrangements</li> </ul>	Headteacher, Headteacher's PA  SENDCo & IT Manager  SENDCo  SENDCo/ appropriate professionals		Termly and as needed
Review of students' progress against targets/ providing good quality information to SENDCo as requested by professionals and	<ul style="list-style-type: none"> <li>Information to be provided by the dates requested</li> <li>Information to be presented as narrative, relevant, concise, and presented in a professional manner to reflect students work/ behaviour in the classroom/ around the school, for example avoiding one-word</li> </ul>	Teachers TAs		By the deadline

<p>for reviews and Annual Review meetings</p>	<p>answers.</p> <ul style="list-style-type: none"> <li>• Teachers to provide assessment data for their subject when relevant.</li> <li>• Assessment data to reflect student's needs. When a concern is reported about student's lack of progress, this should be backed by data, for example ARE 1- below age expectations, as specified in grade and effort grade descriptors.</li> </ul>	<p>Reference in student report and parents notified at a Parent Meeting or in a separate meeting</p>		
<p>Monitoring attainment to narrow gaps in attainment</p>	<ul style="list-style-type: none"> <li>• Monitoring of tracking data for each class/ year group and reporting concerns to appropriate member of staff following each data gathering period.</li> <li>• Identifying individual and groups of students who are underperforming.</li> <li>• Develop systems for integrating SEND data with whole school academic data</li> <li>• Take appropriate steps to narrow gaps in student attainment</li> <li>• Termly Pupil Progress Meetings</li> </ul>	<p>Assistant Headteacher, Assessment and Curriculum HoDs Subject Teachers Form Teachers SENDCo</p> <p>Headteacher, Assistant Headteacher Form and Subject teachers, SENDCo</p>	<p>Termly Pupil Progress Meetings s</p>	<p>Termly</p>

<p>Identification of students needs to inform provision</p>	<ul style="list-style-type: none"> <li>• Staff consistently use the Record of Concern (RoC) Form when reporting their concerns providing all details requested.</li> <li>• RoCs to be stored electronically in and SEND Area.</li> <li>• Staff follow the correct procedure when requesting ELSA support. Forms to be completed by referring member of staff and emailed to ELSA and SENDCo, copy Assistant Headteacher Wellbeing</li> <li>• More robust review and information transfer during end of year transition meetings, i.e., to include concerns about academic performance</li> <li>• Regular meetings between SENDCo and Assistant Headteacher Wellbeing</li> <li>• Children who are on the pastoral log are updated in the weekly at Staff Meeting</li> <li>• In PE/ Games- adjustments made for students who are unable to take part due to SEND or temporary injury</li> <li>• Specific risk assessments in place for students with medical needs/ SEND that put them at a higher risk of a medical episode when playing sport</li> <li>• Termly Pupil Progress Meetings</li> </ul>	<p>Staff reporting and making request SENDCo to monitor and follow up</p> <p>Headteacher, Form Teachers, HoDs</p> <p>As set out</p> <p>Head of PE, Form Teacher &amp; SENDCo</p> <p>Head of PE/Games</p>		<p>Ongoing</p>
<p>To ensure that students with SEND can access the facilities, all curriculum and extra-curricular activities and appropriate support</p>	<ul style="list-style-type: none"> <li>• Monitor SEND Register and information about medical needs and inform Outside Providers</li> <li>• Information shared with teachers via emails to require receipt and read confirmation</li> <li>• Include initials of students with SEND on the weekly planning</li> <li>• Provide colourful, stimulating, and multi-sensory displays on classrooms and around the school</li> </ul>	<p>Senior Administrator Bursar</p> <p>SENDCo Teachers Providers</p>		<p>Termly and when required</p>
<p>Monitoring Staff</p>	<ul style="list-style-type: none"> <li>• Provision Map to be accessed by all staff</li> </ul>	<p>SENDCo</p>		<p>Long term, ongoing</p>



<p>delivery of appropriate reasonable adjustments and differentiation through Quality First Teaching and increasing their skills in supporting students with specific SEND in fully accessing the curriculum</p>	<p>through the use of EduKey</p> <ul style="list-style-type: none"> <li>• SENDCo to be part of induction for new staff</li> <li>• Distribution of information/ reports and medical information</li> <li>• SEND register &amp; Watch List to be updated and checked regularly</li> <li>• Information shared with teachers via emails to require receipt and read confirmation</li> <li>• Include initials of students with SEND on the weekly planning</li> <li>• Details of Teaching Staff training to be kept centrally</li> <li>• Details of TAs training to be kept centrally</li> <li>• SENDCO to assign training via EduCare to TAs as appropriate to their role and keep details centrally.</li> <li>• Assessing need for specific training in response to individual student’s needs and if need arises</li> <li>• Ensure teachers are using assistive technology/ICT appropriately where necessary and appropriate-</li> <li>• Teachers to increase use of TAs for direct support for students, including planning</li> </ul>	<p>SENDCo, Senior Administrator</p> <p>SENDCo, All Teachers &amp; TAs and other relevant staff as needed</p>		
<p>Ensuring reasonable adjustments are in place for students who are visually or hearing impaired</p>	<ul style="list-style-type: none"> <li>• Continue to liaise with professional services, such as, OT, SALT and provides advise to and liaises with the parents and relevant advisory services in arranging in school provision, including arrangements for appropriate time and place.</li> <li>• Arrange and attend additional, specialist training provided by Local Authority as a PVI for Early Years and accesses relevant support services and training through Merton CPD, including Ordinarily Available Guidance (OAG)</li> </ul>	<p>SENDCO Headteacher</p>		<p>Ongoing</p>

	<ul style="list-style-type: none"> <li>• Seeking advice and support from Sensory Impairment Services regarding environmental (labelling, lightings, classroom design, sensory areas, playground adaptations, use of monocular), material (large print, monitor quality of photocopying, Braille Code, font legibility, increasing contrast, tactile graphics) and curriculum adaptations (language, tactile books, Braille, dramatic play)</li> <li>• Training to Staff on use of hearing aids</li> <li>• Careful consideration of the use of colour</li> <li>• Seeking additional support, such as Early Years SEND Advisory Support Service, to obtain Early Years SEND Advisory Support and SEND Inclusion Fund (SENDIF) or EHCP.</li> </ul>			
Ensuring that students with SEND have their voices heard	<ul style="list-style-type: none"> <li>• Student surveys use age appropriate language, and are in accessible format and/or with adult support</li> <li>• Student Council</li> <li>• Suggestion box</li> <li>• Include student voice in SMART Plans</li> </ul>	SENDCO		Termly
Using ICT software and laptops to support learning	<ul style="list-style-type: none"> <li>• Teachers to encourage and support students to use laptops in lessons and for homework as advised by a professional and SENDCo</li> <li>• Students to use laptops as normal way of working</li> </ul>	All Teachers SENDCO	We are offering Touch-type Read Spell (TTRS) to identified students three session per week since September 2023	Ongoing
To ensure that students with SEND are not victims of bullying	<ul style="list-style-type: none"> <li>• Monitor incident of bullying involving students with SEND</li> <li>• Monitor instances of negative disability-related language</li> <li>• Monitor use of worry Box by SEND students</li> </ul>	SLT with responsibility for pastoral care		Short
Raising awareness of	<ul style="list-style-type: none"> <li>• School assemblies, invite positive role models</li> </ul>	All Staff		Short

different types of disabilities and opportunities for all students to see positive role models with disabilities	<ul style="list-style-type: none"> <li>Review books for the library and material used in lessons to reflect inclusion and portray positive images of people with disabilities</li> <li>Part of RHE curriculum</li> </ul>			
Exam Access Arrangements (EAA)	<ul style="list-style-type: none"> <li>Dates of professional reports checked, and parents advised on re-assessment, if necessary</li> <li>Staff to check the EAA and SEND Registers regularly and act on information shared by SENDCo</li> <li>Additional assessments completed to meet criteria for Exam Access Arrangements</li> <li>To ensure that students practice and use the EAA that they are entitled to as their normal way of working</li> <li>To monitor use of EAA in their lessons and all internal/ teacher assessments including end of unit assessments</li> <li>SENDCo to complete refresher training for EAA assessment</li> <li>Refresher training for staff providing support in exams, such as, scribe, reader, etc. on top of the reminders sent by the SENDCo ahead of assessments</li> <li>Teachers to write student's EAA on their exam papers</li> </ul>	SENDCO Head of Department	SENDCo meets with all TAs to remind them about the correct administration of EAA.	Before each assessment period and following professional assessments
Ensuring educational visits are accessible to all	<ul style="list-style-type: none"> <li>Monitoring of SEND Support list ahead of any outings, especially those who have 1:1 TA support.</li> <li>Ensuring 1:1 TAs availability for outings and residential trips and consider alternatives.</li> <li>Plan to ensure each venue is accessible</li> <li>Use a coach with easier access when needed</li> </ul>	All Staff		Ongoing

Ensuring Parents Evenings/ Open Days and other meetings are suitably timed and suitable venue and alternative means available	<ul style="list-style-type: none"> <li>• Continue to provide remote and on-site appointments and offering alternative times when attendance is not possible.</li> <li>• Consider longer appointments for students who have SEND.</li> <li>• Requesting information on access with invitation to events.</li> <li>• Accessible routes for school tours</li> <li>• Possibility of virtual tour</li> <li>• Use of enlarged print when providing information in print</li> </ul>	SENDCO		Ongoing
To be ready for the material change/becoming co-educational from September 2024	<ul style="list-style-type: none"> <li>• Enhance curriculum provision for PE (Parent Survey) and Games and a Netball specialist teacher recruited</li> <li>• Enhance extra-curricular provision we have appointed a Co-Curricular Lead to have an oversight of the provision on offer.</li> </ul>	SLT/PE/Games department		By September 2024
<b>Adults</b>				
Encouraging adults to disclose their disability, this includes parents, new and existing staff, governors, and visitors to ensure support at Donhead and to access information	<ul style="list-style-type: none"> <li>• Survey or encourage to disclose disability and request special access requirements when invited to events at school</li> <li>• Adequate adjustments are made in response to the above requests</li> </ul>	Headteacher		Long
Ensuring that staff with disability are fully supported	<ul style="list-style-type: none"> <li>• Individual Risk assessment completed and Personal Emergency Evacuation Plans in place</li> <li>• All Staff to be aware of the above</li> <li>• Apply for a disabled parking space on Edge Hill</li> </ul>	Headteacher		Ongoing

	<p>outside the school</p> <ul style="list-style-type: none"> <li>• Ensure that disabled toilets are well maintained</li> <li>• Assess needs and support for individual member of staff</li> </ul>			
<b>Aim 2: To improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the school</b>				
Ensuring that school premises/ environment is safe and accessible to all, including for wheelchair users	<ul style="list-style-type: none"> <li>• Health and Safety audits are carried out with additional consideration of accessibility</li> <li>• Install a ramp to the school library in the grounds</li> <li>• Install a ramp in the corridor along from the server room to allow wheelchair access to the classrooms and offices on this level of the school building.</li> <li>• Purchase 2 Evac Chairs to be kept on the first floor (specify where) to allow safe evacuation</li> <li>• Careful timetabling of rooms</li> </ul>	Headteacher; Bursar, Site Manager	<p>New path has been installed</p> <p>We ensure that Teachers have their lessons in accessible areas and /or move classes to be taught where the teacher with restricted movement can access</p>	Short/Medium
Ensuring pavement close to school is safe as possible	<ul style="list-style-type: none"> <li>• Pavement on Edge Hill is often covered in leaves making the path slippery.</li> </ul>	LA	Headteacher to contact Merton	Short
Ensuring students with medical needs are fully supported	<ul style="list-style-type: none"> <li>• Health Care Plans (HCPs) regularly updated and written with support from a medical professional/ parents/child, when appropriate and school representative.</li> <li>• HCPs to be kept centrally and written using the form as included in the Meeting Needs of Students with Medical Needs</li> <li>• Relevant training by medical professionals to take place regularly to staff working with children who have HCPs</li> </ul>	Senior Administrator		Ongoing
Students with	<ul style="list-style-type: none"> <li>• Risk Assessments completed for students with</li> </ul>	Senior Administrator		Ongoing

disabilities are safely evacuated	<p>physical disabilities and hearing/ visual impairments</p> <ul style="list-style-type: none"> <li>Deaf guard to be purchased for individual student and visual alarm devices</li> <li>Paint yellow markings on step edges around the school/ grounds</li> </ul>	with Form Teacher & SENDCo Bursar		
Providing stimulating environment for all students	<ul style="list-style-type: none"> <li>Multisensory teaching, use of ICT and assistive technology and software</li> <li>See above for displays</li> </ul>	SENDCO		Medium/Long
Ensuring safety and support at school ground during Games and other sporting events	<ul style="list-style-type: none"> <li>Support assigned as needed for all events</li> </ul>	SENDCO Games Department		Short/Medium
Monitoring of the toilets for disabled adults	<ul style="list-style-type: none"> <li>Ensure the toilets are regularly monitored, cleaned, and maintained</li> </ul>	Site Manager		Short
Provide disabled bay close to school	<ul style="list-style-type: none"> <li>Apply to local authority for have a disabled parking bay on Edge Hill outside the school gate</li> </ul>	Headteacher		Long
The main building door leading to the playground	<ul style="list-style-type: none"> <li>This door will be locked installed for enhanced security at specific times</li> </ul>	Bursar		Short term
To be ready for the material change/becoming co-educational from September 2024	<ul style="list-style-type: none"> <li>Separate toilet for the sole use of the Preschool and Reception students</li> <li>Arrangement for co-educational toilets</li> <li>Building/re-arrangement of rooms suitable for Preschool</li> </ul>			By September 2024
<b>Aim 3: To improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.</b>				
Encourage gathering information regarding disability during	<ul style="list-style-type: none"> <li>Information requested and gathered and updated annually and when information is provided to school</li> </ul>	Admissions		Short

admission and while at Donhead				
Website is accessible to those with visual impairment, EAL or learning disabilities	<ul style="list-style-type: none"> <li>• Use of read aloud</li> <li>• Google translate feature for EAL</li> </ul> <p>School Website to be more accessible and easier to navigate for visually impaired so that the following is possible:</p> <ul style="list-style-type: none"> <li>• Changing colours, contrast, and fonts</li> <li>• Zooming in up to 300% without the text spilling off the screen</li> <li>• Navigating most of the website using keyboard</li> <li>• Navigating most of the website using speech recognition software</li> <li>• Listening to most of the website using a screen reader</li> <li>• Ensure that the website text is as simple to understand as possible.</li> <li>• Use of assistive technology and AI (April 2024 INSET to all Staff)</li> </ul>	Headteacher, IT Manager, Head of Computing		Short
To be ready for the material change/becoming co-educational from September 2024	Promotional material in accessible format and above			Ongoing