

Policy Title: **Disability and Equality Policy - including Accessibility Plan (Whole School)**

This policy also applies to the Pre-Prep

Date of Issue: September 2026

Date of Review: September 2028

References:

The Equality Act 2010
The Disability Discrimination Act 1995 (DDA)
Curriculum Policy (Senior School and Prep School)
Equal Opportunities Policy (Whole School)
Health & Safety Policy (Whole School)
Learning Support Policy (Whole School)
SEND Code of Practice: 0-25 years (2020)
Keeping Children Safe in Education (KCSIE) (2026)
Working Together to Safeguard Children (2026)
Supporting Pupils at School with Medical Conditions (Update 2017)
Children and Families Act (2014) / The Children Act (1989)
Equality Act 2010: Advice for schools (2018)
The Mental Capacity Act Code of Practice (Updated 2020)
Child Protection & Safeguarding Policy (Whole School)
Complaints Policy (Whole School)
Curriculum Policy (Prep and Senior School)
Equal Opportunities Policy (Whole School)

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Version	Date	Amendments
V1.8	26.08.2026	Minor updates only

This policy is made available to parents of all pupils, on the School website and on request from the School Office. It is available to the Staff at the School from the School website, in the Staff Handbook and on request from the School Office. Content of this policy is directly discussed with new staff upon induction into the School.

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Introduction

Collegiate School strives to be fully inclusive and ensure that all pupils can participate in all aspects of school life. We are committed to providing access and opportunities for all pupils without discrimination of any kind, ensuring Collegiate School is an environment where all learners can thrive through a full curriculum and be valued for their individuality.

Aims

Collegiate aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

1. **Eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;
2. **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it; and
3. **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

This policy will be reviewed annually in light of the above aims.

Due Regard

The school will undertake “due regard” before **and** at the time that a particular decision is being considered, with a conscious and deliberate attention to relevant evidence. **Positive action** (action that can be justified as proportionate) may be required to tackle such disadvantages or disproportionately low participation by a particular group of pupils.

Objectives

1. Strive to achieve equality of opportunity for all adults and pupils, regardless of age, gender, ethnicity, etc.
2. To educate the whole school community about discrimination and prejudice and promote a harmonious environment (social cohesion) through direct teaching across the curriculum and awareness of staff through this policy and wider training.
3. Strive for all pupils, regardless of ethnicity, disability, age or gender, etc to achieve the highest possible standards in their learning and make good progress
4. Ensure that the appointment of staff is in line with equalities legislation.
5. Identify barriers to learning and participation and provide intervention appropriately to meet the diversity of needs
6. To identify anomalies in gender regarding achievement and use this information to develop strategies to narrow any gaps through the school development plan
7. To promote cultural development and understanding through a rich range of experiences both in and beyond the school

Statement

Collegiate School is committed to ensuring equality of education and opportunity for pupils and staff with a disability, and all those receiving services from the school. The School aims to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. We aim to ensure that all pupils, whatever their needs and barriers are, are enabled to access the curriculum and participate fully in the school community. The School will make reasonable adjustments to make sure that we support and resource particular needs for pupils, where this would not otherwise be the case. Collegiate School believes that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. The Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people, whilst ensuring that we continue to tackle issues of underachievement and disadvantage of different groups

Definition of ‘disability’ under the Equality Act 2010

According to the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

Under the Special Educational Needs and Disability (SEND) Code of Practice (2015) and for the purposes of the Equality Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. People who have had a disability in the past that meets this definition are also protected by the Equality Act.

Schools are required to exhibit due regard and make 'reasonable adjustments' for the following when carrying out their functions:

- a. Promoting equality of opportunity between people with disabilities and other people
- b. Eliminating discrimination that is unlawful under the Equality Act 2010
- c. Eliminating harassment of people with a disability that is related to their disability
- d. Promoting positive attitudes towards people with a disability
- e. Encouraging participation in all aspects of school life by people with a disability
- f. Taking steps to meet the needs of people with a disability (even if this requires more favourable treatment)

Monitoring

It is essential to monitor aspects of school life to identify whether there is an adverse impact on pupils and staff with disabilities. This is done through regular meetings between the Executive, the Deputy Head, and the Director of Learning Support, and termly data reviews between the Director of Learning Support and the Assistant Head Curriculum.

Implications

The School has additional implications as a service provider to make buildings accessible when hired out to third parties.

When providing newsletters and information for parents and carers, the school will make the information available in an accessible format.

School events for parents and carers, such as open evenings and meetings with teachers, are held in accessible buildings.

When hiring transport, the school recognises the requirement to provide accessible vehicles.

All reasonable adjustments within a reasonable timeframe will be taken as and when required.

Involvement and consultation

Collegiate School has consulted, where appropriate, with pupils with disabilities, staff and service users in the development of this policy to determine the priorities for the school with regard to disability equality over the next three years.

Collegiate School has drawn up an Accessibility Plan which outlines how the requirements of the Equality Act 2010 will be met. This action plan has been shaped in consultation with people with disabilities as outlined in the previous section.

Good practice

The School will actively promote equality of opportunity between people with disabilities and other people.

The School undertakes to monitor incidents of harassment and bullying of pupils with disabilities as well as encouraging pupils to report and take action against offenders. We will use the school environment to promote positive attitudes to disability and promote positive attitudes towards people with disabilities in all aspects of school life.

Accessibility plan

This Accessibility Plan has been drawn up in consultation with the Head, Governors, Staff, Parents and Pupils of the School.

The School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Collegiate School intends (over time) to increase the accessibility of provision for all pupils, staff and visitors to the School. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the school's physical environment and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are their non-disabled peers. This requirement covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment that may help these pupils access the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. Make the information available in various preferred formats within a reasonable time frame.

Attached are Action Plans relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years according to the needs of the school. We acknowledge the need for ongoing awareness-raising and training for staff and governors on disability discrimination and to inform attitudes on this matter.

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

- Curriculum Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Learning Support Policy

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by members of the School Management Team. It may not be feasible to undertake some of the works during the life of this Accessibility Plan, and therefore some items will roll forward into subsequent plans. The audit will be revisited annually and prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

As curriculum policies are reviewed, a section relating to access will be added to the Equality and Diversity policy.

Information about our Accessibility Plan will be published on the school website.

The Governors' Welfare and Safeguarding Committee will monitor the Accessibility Plan.

The School will work in partnership with the Governing Body in developing and implementing this plan and will adopt in principle an

“ Accessibility Strategy/Access to Learning”.

The Action Plan will be monitored by ISI as part of the inspection cycle.

APPENDIX 1: Accessibility Plan 2024-2027 (3 Year Plan for Compliance with Schedule 10 of Equality Act 2010.)

This action plan has been established to meet the six general duties of the Disability Discrimination Act, these being:

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act 1995.
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

IMPROVING ACCESS TO BUILDINGS/GROUNDS AT COLLEGIATE SCHOOL

Report Ref	Priority	Responsible Person (s)	Action Required	Resources	Timescale	Success Criteria
All buildings	Redecoration Programme to improve accessibility	Marketing / Facilities / Finance Departments	Decoration in a dual-chromatic colour scheme, contrasting door with frame, on a rolling programme, colour-coordinated as per marketing requirements	To be included on a new rolling programme of maintenance	To be included on a new rolling programme of maintenance	All buildings have a dual-chromatic colour scheme as agreed with Marketing department and considering accessibility requirements
All stairways in all buildings	Staircases in upper and prep school buildings to have improved accessibility	Facilities / Finance	Install colour-contrasted stair nosing and handrails to both sides of staircases in accordance with repair and maintenance programmes	To be included on a new rolling programme of maintenance	To be included on a new rolling programme of maintenance	All buildings to have colour-contrasted stair nosing and handrails to both sides of staircases to improve accessibility
All buildings	Light switches, power outlets and emergency alarm buttons to be accessible for all	Facilities / Finance	During redecoration of all buildings, consideration is to be given to accessibility of electrical switches/emergency buttons and to be moved if possible and appropriate to the needs of the school	To be included on a new rolling programme of maintenance	To be included on a new rolling programme of maintenance	All buildings to consider height-appropriate light switches and emergency buttons appropriate to the needs of the school

Halls and communal spaces	Fixed induction loops or Portable induction loops to be installed in public address areas	SMT / Facilities	Fixed/Portable induction loops to be installed in the following areas as appropriate to the needs of the school: Chatterton Hall, Prep school Hall and Office, Reception, Theatre, sports and dining Hall	Cost of installation of induction loops to be established as required	To be reviewed annually according to requirements	All members of the school community to have access to public address areas.
Senior school Site	Wayfinding routes for wheelchair users or ambulant persons clearly signed	Facilities/Finance	Locations and requirements for wayfinding signs to be identified in order for wheelchair users and ambulant persons to select a suitable route to their destination. Widen paths and assess gradients to enable wheelchair use.	Requirement to be determined during refurbishment works or routine maintenance. Wayfinding study to be conducted.	To be included in the minor projects five-year programme.	All members of the school community and visitors can get to where they need to be with minimum worry.
Senior School Site	Access to a Learning Support Hub to Include the School Nurse and the Learning Support Faculty	Facilities/ Learning Support/ School Nurse	Redecoration of 4 Frys Field to create a Hub that includes three dedicated learning spaces, and a larger office for Learning Support and a suite of rooms for the School Nurse that is away from the front of school.	Requirement to be determined during refurbishment works or routine maintenance	Summer/ Autumn 2026	All members of the school community can access the support they need in a quiet and purpose-built Hub.

APPENDIX 2: IMPROVING ACCESS TO EDUCATION AT COLLEGIATE SCHOOL

Report Ref	Priority	Responsible Person (s)	Action Required	Resources	Timescale	Success Criteria
Training for teachers within departments on differentiating the curriculum	Undertake an audit of staff training requirements	SMT/ Director of Learning Support/	All teachers are able to more fully meet the requirements of disabled children's needs with regard to accessing the curriculum Learning Community established to focus on differentiation within the curriculum Senior school staff training on Learning Specific Difficulties	External Training – Differentials (Fil Came)	Learning Support training provided during staff induction (ongoing) At least annual Learning Support training to all staff Teaching and Learning Communities (TLC) group focusing on differentiation (2026 onwards)	Increase in access to the Curriculum for all
Training to support pupils with SEND to ensure that there is consistent use of effective strategies	Provide training for staff.	Director of Learning Support/ SMT/ / Upper and	Discuss perception of issues with staff to determine the current status of the school	In house training	Learning Support training provided during staff induction (ongoing)	Whole school community aware of issues relating to Access

and pedagogy that supports pupils with a disability to access learning		Prep school staff			At least annual Learning Support training to all staff Teaching and Learning Communities (TLC) group focusing on differentiation (2026 onwards)	
Availability of written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative formats.	SMT/ Directors of Faculty/Administration	The school will be able to provide written information in different formats when required for individual purposes	Time / Stationery required	To be reviewed annually according to requirement	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other documents to parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	SMT/ Directors of Faculty/Administration	Review all current school publications and promote the availability in different formats for those that require it, including an events form for staff	Time/ prep of forms	To be reviewed annually according to requirement	Delivery of school information to parents and the community is improved.
Ensure that all pupils have access to a wide and varied range of reading materials that meet their individual needs, interests and abilities.	This will include library books, class reading books, fiction and non-fiction texts, magazines, newspapers and	SMT/ Librarian/ Directors of Faculty	Review school library and classroom book collections to ensure a diverse range of materials is available, including texts that reflect different cultures, experiences, abilities, and interests. Pupils will be encouraged to choose materials that are appropriate for their reading level	Time/ new books	To be reviewed annually according to requirements	Pupils who require alternative formats can access appropriate materials, such as audiobooks, large-print, or electronic texts. Staff are aware of individual pupils' reading

	appropriate digital resources. Where required, reading materials will be provided in alternative or accessible formats, such as large print, audiobooks, electronic texts or simplified versions. Staff will work with pupils to identify any barriers they experience when accessing reading materials and will provide appropriate support or adaptations.		while also having opportunities to explore more challenging texts.			and accessibility needs and provide appropriate resources or adaptations. Pupils are able to independently select reading materials that are appropriate to their interests, abilities and needs. The range of reading materials is reviewed regularly to ensure that it remains accessible, inclusive and relevant to all learners
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