

# Accessibility Policy and Three-Year Plan

This policy was reviewed in: January 2026

This policy is due to be reviewed in: January 2027

This policy applies to the whole school including EYFS

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## **Ethos and aims**

Pipers Corner School strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every student can participate fully in the life of the School. We are committed to providing an environment that enables full curriculum access, valuing and including all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

## **Legislation and guidance**

Pipers Corner School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 requires schools to make 'reasonable adjustments' for students with disabilities to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. Various School Policies reference reasonable adjustments, for example the Special Educational Needs and Disability (SEND) Policy and English as an Additional Language (EAL) Policy', the Equality Diversity and Inclusion Policy, the Examination Access Arrangements Policy, and others.

The School will not treat disabled students less favourably and will make reasonable adjustments to avoid putting disabled students at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

## **Definition of disability and scope of the plan**

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

The School's 'Special Educational Needs and Disability (SEND) Policy and English as an Additional Language (EAL) Policy' outlines the School's provision for supporting students with special educational needs and disabilities, and how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision, setting out short, medium and longer term targets.

The School's Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled students can participate in the School's curriculum. This includes teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes entry into the school.
- improve the School's physical environment for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the School. This includes improvements to the physical environment of the school and physical aids to access education.
- improve the delivery to disabled students of information which is readily accessible to students who are not disabled, as well as to improve the accessibility of School information to any parents who may have a disability. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to students with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the students' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please see the School's 'Safeguarding and Promoting Children's Welfare Policy' and 'Equality, Diversity and Inclusion Policy'.

The plan will be made available online on the school website and paper copies are available upon request.

## **How the plan is developed, reviewed and monitored**

The Plan is coordinated by the Bursar, working closely with, and with input from, Head of Individual Learning, Deputy Head (Academic), Deputy Head (Pastoral), Assistant Head (Digital Learning), Estates Manager, Director of Admissions and Marketing, and Compliance Manager. This group comprises the 'Disability Committee', which meets to discuss individual cases and reviews this Policy and the Plan regularly, and at least annually, and submits recommendations to the Senior Leadership Team.

The following areas are considered when developing and reviewing the Plan:

- Admissions
- Teaching and Learning
- Attendance
- Exclusions
- Curriculum
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection, Recruitment of staff, and support of existing staff
- Sporting education and activities
- Staff training
- Wellbeing
- | • Safeguarding

The School has consulted staff with responsibility for the induction arrangements for new students to ensure that the particular needs of disabled students are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the Accessibility Plan before the arrival of the new students.

Following the annual initial review of the Plan by the Disability Committee, the Plan is then reviewed by the Senior Leadership Team, at least annually, in order to:

- monitor and evaluate the effectiveness of any action taken in the previous School year;
- evaluate options for further improvements to accessibility;
- respond to any further legislative changes;

The School's Governors are ultimately responsible for ensuring the implementation of the Accessibility Plan during the period to which it relates. Part of this involves Governors reviewing the plan, at least annually, in the Education Committee and the Finance and General Purposes Committee, which deals with estates-related matters as well as the funding of elements of the Plan.

A new Plan will be drawn up every three years, or earlier should there be any changes in legislation or significant changes to the School site or other access arrangements.

More detailed documents on the delivery of elements of the plan are held in the relevant area of the School. In particular, the Estates Master Plan holds the overview of the development of the School's estate (both buildings and grounds). Both the Estates Master Plan and this Accessibility Plan should be considered to be working documents, which will continue to be updated and amended during their life cycles.

The plan should be read in conjunction with the School's 'Admissions Policy' and 'SEND and EAL Policy'.

### **Queries and complaints**

Any queries in relation to the Accessibility Plan should be directed to the Bursar (email [bursar@piperscorner.co.uk](mailto:bursar@piperscorner.co.uk)). The School's 'Complaints Policy and Procedure' covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

### **Other relevant policies**

The Accessibility Plan should be read in conjunction with the following school policies:

- SEND and EAL Policy
- Safeguarding and Promoting Children's Welfare Policy
- Admissions Policy
- Attendance Policy
- Rewards, Behaviour, and Sanctions Policy
- Health and Safety Manual
- Curriculum Policy
- Equality, Diversity and Inclusion Policy
- Teaching and Learning Policy
- Examinations Access Arrangements Policy

## **Accessibility Plan Developments – 2019 to current**

The following schedule lists developments over the course of the past few years that have either been completed or are ongoing:

### **2019 - 2020**

- Attendance at CPD for Individual Learning teacher to receive practising certificate for Specialist Teacher status for Dyslexic students. Head of Individual Learning  
*Completed*
- Renewal of the CReSTeD provision accreditation for the teaching of Dyslexic students as a Learning Support Centre. Head of Individual Learning  
*Completed*
- Explore Exam Reader software e.g. ClaroRead to improve access for students with literacy difficulties. Head of Individual Learning  
*Completed*
- Continue to make all teaching materials available in easy-to-read electronic formats, accessible via new firefly learning platform and accessible both at home and at school. Head of Departments/Subjects responsible for Firefly  
*Completed*
- Liaison with Director of Digital Strategy to evaluate ways in which technology can support accessibility when necessary. Head of Individual Learning and Director of Digital Strategy  
*Completed*

### **2020 - 2021**

- Continue to improve lighting throughout the School  
*Ongoing*
- Further use of ICT to support students with SEND  
*Regular use of ClaroRead/JAW*
- Review of SEND provision records system  
*Ongoing. Student Passports introduced Sept 2021.*
- INSET for Specific visual impairment/hearing to ensure all staff are aware of strategies and make adjustments for individual needs in this area  
*Completed*

## 2021 - 2022

- External exams access requirements for visual impairment  
*Completed*
- Continue to explore options and improve awareness of accessibility needs for anyone with disability
- New buildings to have wheelchair access – consider adjustments to older buildings  
*Ongoing*

## 2022 - 2023

- Modifications made to Sixth Form Centre for visually impaired student progressing to A levels  
*Completed*

## 2023 - 2024

- Renewal of the CReSTeD provision accreditation for the teaching of Dyslexic students as a Learning Support Centre. Head of Individual Learning - *complete, registered to November 2027*
- Training to staff on Autism, ADHD and Dyslexia  
*Completed – Head of IL*
- Wheelchair accessible desk and sink included in brief for new Science laboratory created summer 2024  
*Completed*

## 2025

- School commended for accessibility by 'Theatre Shed', an inclusive theatre company based in Chesham, operating without formal funding and registered as a charity. During their time in our venue, they commended the exceptional accessibility of our theatre - from lift access and removable auditorium seating to spacious room layouts that support both cast members and Theatre Shed staff who are neurodiverse.  
Importantly, our lift access extends all the way to the tech gallery. This enabled the Theatre Shed Technical Director, who is a wheelchair user, to direct from the appropriate technical position - something many other theatres cannot offer. In other venues, they've had to create makeshift temporary tech desks due to lack of accessible routes; here, they were able to work from the correct professional vantage point without compromise.
- INSET Training delivered to all teaching staff in Sept 2025 on ADHD/Autism/Dyslexia
- Specialist training delivered for all teaching staff in Sept 2025 on students with hearing impairments
- October 2025 – review of provision for Hearing Impaired students by Bucks CC Specialist Teacher Service – provision in place working well, minor adjustments recommended to staff
- Dyslexic font available on Google doc (Lexend)

### Provisions for Neurodiversity include:

- All teaching staff have comprehensive training on neurodiversity including Dyslexia, ADHD/ADD, Autism, Executive Functioning, Study Skills and Anxiety. This training ensures our learning environment is adapted in ways to support neurodiverse learners and consideration of curriculum when planning to adapt in pace and delivery.
- Further considerations are given to identified students who may benefit from:
  - o Breaks and time out in agreed calm and quiet spaces (typically our well-being room)
  - o Transitional support including preparation in advance of changes, additional visits, early discussion of timetables to pre-prepare, identifying key support staff for a consistent reference, typically this would be the student's form tutor and/or Head of Year
  - o Specific dining areas which are calmer and quieter for identified students
  - o Older student mentors
  - o Academic Coaching
  - o Raising awareness for all of difference through student led assemblies regarding neurodiversity

- o Counselling
- o Individual Learning support lessons for English and Maths skills
- o Unstructured times supported through alternative activities such as Y7 Youth club, well-being drop in, greater access to use quiet spaces such as the library
- o Specialist support groups for our autistic students to build social communication skills

We use our individual student passports to ensure teaching staff understand needs and deliver a range of integrated classroom strategies such as:

#### **For Cognition and Learning needs including Dyslexia:**

- o Using visual supports and prompts
- o Targeting key language and vocabulary
- o Additional prompts and support for instructions
- o Writing frames and scaffolds to support access to written tasks
- o Use of technology to support learning including the use of AI
- o Ensure students have time to respond and process information
- o Reducing the amount of note taking through printed notes or access online
- o Presentation of material may be changed on colour, font or size, and line spacing

#### **For Communication and Interaction needs including Autism**

- o Structured transition with additional visits and pre-preparation of the environment and key staff to reduce unpredictability
- o Invitation to specifically tailored groups during unstructured times
- o Ensure key vocabulary lists are available to students
- o Chunking instructions to small steps with visual support

#### **For Social, Emotional and Mental Health needs including Autism and ADHD/ADD**

- o Access to our well-being room and support through drop in or scheduled visits to help students to regulate their emotions and reduce anxiety
- o Providing a time out card if required to allow the student to seek support from key staff
- o Enabling understanding of all students through the student's voice to contribute and influence decisions e.g. our autistic support group members contributed to our Parent Talk series on Autism
- o Awareness of sensory factors affecting the environment such as light, noise and sound
- o Taking account of students' needs when planning seating arrangements
- o Promoting strategies such as mindfulness, movement or sensory breaks
- o Allowing the use of sensory items or noise-cancelling headphones
- o Establishing trusted adults to support co-regulation, build self esteem and offer regular check ins
- o Academic coaching can offer support for students with executive functioning difficulties and help support time and work management more effectively
- o Adjusting the timetable such as offering a reduced curriculum, school day timings and alternative arrangements for assemblies or lunchtimes

#### **For Sensory and/or Physical needs**

- o Improved acoustics in our main assembly environments through hearing loops for hearing impaired students
  - o Ensuring awareness of staff through specialist training for students with sensory needs such as hearing or visual loss to ensure staff are face on when giving instructions, providing additional commentary for visual impairment
- 
- Access Arrangements changes to evidencing extra time pupils now required by Joint Council for Qualifications. Teachers are now required to provide evidence on assessments/mocks that the student has used extra time effectively.

The three-year Accessibility Plan covering the timeframe January 2026 to December 2026 is attached as Appendix One.

## Appendix One: Three-Year Accessibility Plan: January 2025 to December 2027

**N.B. This Plan was reviewed in December 2025 – developments are reflected in the text below**

Year 1: 2025 | Year 2: 2026 | Year 3: 2027

Improving access to the curriculum				
Targets	Action and Resource Required	Timescale (Year 1/2 /3)	Who	Evidence of Implementation, Impact and Outcomes
Enable staff to continually update and increase their knowledge and understanding of needs of all students to remove any barriers to learning.	<ul style="list-style-type: none"> <li>Continue to provide training on practical strategies available in the classroom.</li> </ul>	Ongoing and at least annually	Deputy Head Academic  Head of I/L	Continual training on SEND to staff in line with the needs of the current student cohort. See Appendix Two
Continue to leverage the benefits of technology in supporting improved access to the curriculum	<ul style="list-style-type: none"> <li>Staff training on use of technologies that support students with specific needs (e.g. subtitling)</li> <li>Exploration of how current software and devices support access</li> <li>Develop Chromebook accessibility advice for students in IL (to include read-aloud functionality)</li> <li>Ensure all students are aware of accessibility opportunities</li> </ul>	Y1-3	Assistant Head Digital Learning  And IL Staff	Records of staff training  Student feedback  Observation of student/staff utilising additional functionality.  Signpost for IL students where relevant: <a href="https://edu.google.com/intl/ALL_uk/our-values/accessibility/chromebooks-accessibility/">https://edu.google.com/intl/ALL_uk/our-values/accessibility/chromebooks-accessibility/</a>
Ensure that students are able to raise any queries, issues or concerns about access or provision.	<ul style="list-style-type: none"> <li>Maintain as a standing item at School Council</li> <li>Parents can share concerns at termly Parent Forums</li> <li>Students to use tutor meetings as an opportunity to discuss any accessibility needs</li> </ul>	Y1-3	Deputy Head Pastoral  Heads of Year	Minutes of School Council, Parent Forums, any relevant follow up in form times, assemblies, staff notices
Reasonable adjustments to the curriculum to meet the needs of individual learners.	<ul style="list-style-type: none"> <li>Formalise the approach to reasonable adjustments</li> <li>Pastoral support including timetable adaptations.</li> </ul>	Y1-3	Deputy Heads Academic and Pastoral.	Training carried out by external specialist or learning support team for the needs of learners for Dyslexia, Autism and ADHD as well as mental health such as anxiety.



	<ul style="list-style-type: none"> <li>• Staff training from specialists as appropriate (speech and language, emotional wellbeing, sensory support).</li> <li>• Introduction to touch typing through IT lessons in the Senior School/KS3</li> <li>• I/L students supported with IT skills including touch typing.</li> </ul>		Head of I/L and Examinations Officer	<p>Subgroup analysis of exam results for those with SEND</p> <p>Exam and admissions assessment data</p> <p>Review and formalise current policies and procedures</p>
Improve educational experiences for hearing impaired students.	<ul style="list-style-type: none"> <li>• Introduction of accessibility issues in ESF</li> <li>• Embed current practices within School</li> <li>• Use of radio aids when required</li> <li>• Consider installing further hearing loop/sound field systems if recommended for any individual – e.g. swimming pool</li> </ul>	Y1-3	Deputy Head Academic, Head of I/L	Working alongside Network and Theatre Managers
Embed accessibility considerations into all School Events, both onsite and offsite	Overview of needs/profile of student population – can be sourced from Pastoral register for range of needs in school currently.	Y1-3	Disability Committee	Exploring
To prepare for continued accreditation as a CReSTeD Learning support centre – Council for the Registration of Schools Teaching Dyslexic students	Current CReSTeD application runs to 2027; School to be visited by CReSTeD Consultant Evidence taken to CReSTeD Panel in November 2027	Y1-3	Head of I/L	3 years accreditation as CReSTeD Learning Support Centre until 2027; Accreditation to be extended in 2027 to 2030.
Develop provision for neurodiverse students	Explore Autism inclusion award Applying for accreditation for award	Y1 Y2	Head of I/L	
Improve access to font suitable for Dyslexic learners and staff	OpenDyslexic is a font type specifically designed for students with dyslexia in order to aid them in reading online materials and typing their own notes. Their website is here: <a href="https://opendyslexic.org">https://opendyslexic.org</a> . The idea of adding this onto school laptops has been brought up before, but it is something that we would like to push further currently.	Y1	Assistant Head, Digital Learning and Head of I/L	<p>Student and staff feedback</p> <p>Collate information and prepare for review by SLT (Lexend (Google) and Open Dyslexic (Microsoft) fonts considered for devices in School).</p>

<b>Improving access to the physical environment</b>					
<b>Targets</b>	<b>Action and Resource Required</b>	<b>Timescale (Y1/2 /3)</b>	<b>Who</b>	<b>Evidence of Implementation, Impact and Outcomes</b>	
Investigate and review access to estate grounds and all school buildings	<ul style="list-style-type: none"> <li>Audit of existing situation and update records written and drawn.</li> <li>Review by external DDA consultant</li> </ul>	Y1  Yr2	Bursar	<p>Procurement strategy under review for studies and consultants in preparation for further work on the Estates Masterplan</p> <p>Accessibility audit to be undertaken by external DDA consultant.</p>	
As part of the Estates Masterplan address accessibility and build in parameters for improving access to both building and grounds across the Estate.	<ul style="list-style-type: none"> <li>Review outcomes of external accessibility audit and develop a strategy for improved accessibility</li> <li>Workstream and Engagement with a focus on accessibility</li> <li>Identify quick wins, medium and long term goals</li> </ul>	Y1-3	Estates Manager	Work on the Estates Masterplan started Spring 2023 and implementation of works as part of that plan is ongoing	
Improve continuity of Lift services	<ul style="list-style-type: none"> <li>Audit of Lifts and their condition</li> <li>Ensure regular maintenance and service programme</li> </ul>	Y1 – Y3	Estates Manager	<p>Two passenger lifts in school: lift in Lady Bucks Foyer is a hydraulic passenger lift; the Arts Centre has an electro-mechanical ‘platform lift’ (1 EH/PL - Pickerings Lady Bucks Ser No: 2522B-1; 2 E/Platform – Motala MC2000 Arts Centre Ser No: AC 0547).</p> <p>Incumbent contractor is Chiltern Lifts who service the lifts four times annually. Log of visits held in Estates Office.</p> <p>British Engineering Services (BES) carry out a LOLER (Lifting Operations and Lifting Equipment Regulations 1998) insurance inspection twice every school year. Their last visit was 18/12/25; next visit is due in June/July 2026 (date tbc).</p>	

Reduce reliance on mechanical means (i.e. Lifts etc), to negotiate level changes where possible.	<ul style="list-style-type: none"> <li>Take a strategic approach in developing briefs for buildings and grounds that prioritise an integrated approach to changes in level.</li> </ul>	Y1 – Y10	Estates Manager	Completed building projects, such as Arts Centre, have greater step-free access
Review access to subject-specific teaching spaces e.g. Music, Sociology departments etc.	To be included in brief for external accessibility audit.	Y1-2	Bursar / Estates Manager	
Parking	<ul style="list-style-type: none"> <li>Clearer advance information given/ available to visitors regarding accessible parking spaces, and subsequent routes to buildings</li> <li>Clearer signage on site that directs visitors, if needed, to accessible spaces</li> </ul>	Y1 Y2	Bursar	Visitor guide to be updated.
School/commercial events	<ul style="list-style-type: none"> <li>Accessibility needs clearly requested as part of application process for tickets</li> <li>Limitations of accessibility made clear</li> <li>Event proposal form to include considerations in respect of attendance/participation by individuals with special needs.</li> </ul>	Y1-2	Bursar	

Improving access to information				
Targets	Action and Resource Required	Timescale (Y1/2 /3)	Who	Evidence of Implementation, Impact and Outcomes
Develop the accessibility of School documentation and literature	<ul style="list-style-type: none"> <li>Review how information is delivered to parents</li> <li>Gauge accessibility needs from parents community.</li> <li>Possible interventions include:</li> <li>Consider high visibility option for the website and parent portal.</li> </ul>	Y2-3	Director of Admissions and Marketing  Head of I/L	Consider: What measures do parents already have in place within their own professional environment? Discuss with Admissions Team frequency of requests – identify where there is a demand?

	<ul style="list-style-type: none"> <li>• Ensure all staff are aware of guidance on accessible formats.</li> <li>• Investigate read-aloud technology for parents</li> <li>• Investigate large-print versions of emails sent to parents through SchoolPost (as the auto-enlarge function on email browsers is not compatible)</li> <li>• Consider the use of OpenDyslexia font on all communications</li> </ul>			<p>DoAM consulted with Interactive Schools (website provider); response being reviewed.</p> <p>Possible but would require a re-write of brand guidelines, further discussion required.</p>
Review site signage and access	<ul style="list-style-type: none"> <li>• Review visitor experience from arrival on site</li> <li>• Audit of signage around the school estate. Addition of improved signage where necessary.</li> </ul>	Y2-3	Headmistress and Director of Admissions and Marketing	<p>Audit of site signage to take place in Y2. Consideration to be given to above accessibility factors.</p>

## Appendix Two: Staff Training

The school has a regular training programme to ensure the skills of teachers are developed for all pupils needs. The following training has taken place with all teaching and support staff over the last 24 months:

Supporting students with visual and auditory issues

ADHD Learning Hub

Neurodiversity in the Classroom Training, with specific focus on ADHD and Autism

Inclusion Training

Whole staff meeting, including Hearing Impaired Student update, Medical Briefing and Allergy update

### **Personal staff training - Course titles**

Specific educational psychology on anxiety

The psychology of autistic burnout

Emotionally based avoidance

Supporting children with ADHD & ODD - PATOSS

Executive function & neurodiverse learners

Role of SENCO in Independent school

GSA SEND Cluster meeting

BDA Dyslexia training for assessors

Understanding Orthography

Supporting Neurodiverse pupils, with focus on ADHD

ADHD in secondary classroom

Autism & girls

Autism: managing anxiety, mental health well being

Level 7 SpLD Dyslexia

As a school we are currently working through the process to gain the Autism Inclusion Award, all staff are given the opportunity to train as Mental Health First Aiders, as well as Coaching training using the Graydin Model (including additional modules on working with neurodiverse students)