

Accessibility Plan 2023 – 2026

Applies to:

- All Employees (teaching and non-teaching), Pupils, Parents/Caregivers and Governors of the School
- Pupils, Parents and Caregivers and Prospective Pupils
- Visitors and Contractors

Availability:

This plan is made available in the following ways:

- via the School's website www.radnor-sevenoaks.org
- Via Teams, All staff Shared Documents, Compliance, Policies
- On request a copy may be obtained from the School's office

Monitoring and Review:

- This plan is subject to continuous monitoring, refinement and audit by the Head.
- The Board of Directors undertakes a formal annual review of this plan.
- 3-year period covered by the plan: September 2023 – September 2026
- Plan was last reviewed and updated: September 2024
- Plan to be reviewed: September 2025

Signed:



David Paton
Head



Ian Davies
Chairman of the Board of Directors

Reviewed on: September 2025
Next Review: September 2026

1. Aim:

At Radnor House Sevenoaks (the School) it is our aim to remove, as far as we can, those barriers that make it hard for children and adults with a disability to take part in the day-to-day life of the School and benefit from the educational experiences and services provided. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

2. Context:

The School occupies a beautiful historic building surrounded by extensive grounds on the outskirts of Sevenoaks, Kent. Originally built in the second quarter of the 18th century, the Palladian mansion and property has been extended and re-modelled considerably over the years. It is a Grade 1 listed building, it has a 5-bay frontage, the central bays in 2 storeys, with 2 and a half storey end bays under low pyramidal roofs. The nursery and preparatory school occupy the old stable block, built around a small courtyard, and the senior school is based in the main house, extended and developed to provide the facilities needed for a pupils' independent day school. The main school comprises a lower ground floor and two levels above ground floor. There is lift access to the first floor of Senior School, there are 7 staircases to various parts of the building. Reasonable adjustments have been made to the school to accommodate pupils' needs, for example handrails on staircases, ramps, slow closure on doors and the addition of blinds to windows for a pupil who was visually impaired. There are disabled toilet facilities in the STEM area, and the Sports building. Dining facilities are located on the lower ground floor of the main school and alternative catering arrangements can be made on the ground floor. There is a separate block housing the Sports Centre and a 25m swimming pool in its own self-contained building. Wheelchair access is available with a lift to the first floor and access to the disabled toilet. Physical access to the full range of school activities is therefore limited by the nature of the building. There is significant parking on the main school site.

3. Legislation and Guidance

The 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 pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage.

- The School will also address and comply with the requirements of:
- the Disability Discrimination Act 1995,
- the Special Educational Needs and Disability Act (SENDA) 2001,
- the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015),
- the Public Sector Equality Duty (2011), and
- the Children and Families Act 2014.

4. Definition of disability and scope of the plan

A child or a 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).

SENDA 2001 refers to disabled pupils in a wide sense, including those with special educational needs and those with learning difficulties and physical disabilities. Disabled pupils must not be treated less favourably than others, and reasonable steps must be made to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education. This three-year plan, which applies to the whole school, is in three sections, covering the following areas:

- a. The extent to which disabled pupils (including those with learning difficulties) can participate in the curriculum;
- b. Improving the delivery of information (in a range of different ways) to disabled pupils, which is provided in writing for pupils who are not disabled;
- c. Proposed developments in physical access to education and associated services.

The School's Learning Differences and Send Policy outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, 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.

5. Queries and complaints

Any queries in relation to the Accessibility Plan should be directed to the Director of Finance and Operations. The School's Complaints Policy covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

6. Other relevant policies

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

- Learning Differences and SEND Policy
- Admissions Policy
- Behaviour Policy
- Health and Safety Policy
- Curriculum Policy
- Equality and Diversity Policy

1 Increasing Access of Disabled Pupils to the School Curriculum

It is a core value of the School that all pupils are enabled to participate fully in the school curriculum and in the broader life of the school. Where reasonable, accommodations are made to ensure pupils with disabilities are able to access the School curriculum. Consequently, all pupils are permitted to attend age-relevant after-school clubs, leisure and cultural activities and educational visits.

Targets	Strategies	Timescale	Responsibility	Progressed Achieved
Develop assessment materials to identify pupils who may be experiencing learning difficulties and those who struggle with writing at speed.	Pupils take the GL Assessment in Year 7 and Year 9, which includes a section of the test that assesses writing and typing speed. NGRT reading tests are administered annually to Years 7, 8, and 9 to identify interventions for reading. New students who join us in other years are subject to the most appropriate test for that year group. The SENDCo and the Specialist Exams assessor oversee this.	Ongoing	SENDCo Specialist/Exams Assessor	Reviewed annually and updates shared during inset days
Review departmental methods of assessment and learning support provision.	The SENDCo routinely reviews departmental methods of assessment and learning support provision to ensure consistency where practical.	Annually	SENDCo/Heads of Department	Updates are communicated through inset days
Provide and monitor a staff Inset programme to ensure all staff and teaching assistants are able to identify and teach pupils with learning difficulties.	SENDCo oversees a programme which can be delivered to support staff with teaching and learning for SEND pupils.	Annually	Academic LT/ SENDCo	Lesson observations and pupil feedback is used
External Visits and Off-site Activities – Monitor provision for pupils with disabilities on all residential visits including day, residential or overseas trips. EVC to keep up to date with current regulations and information on specific pupils, to be disseminated by the senior first aider to trip organisers and leaders.	EVC is up to date with all regulations, especially those concerning SEND, and checks the website http://oeapng.info/ regularly for up-to-date guidelines regarding learning outside the classroom. EVC ensures that all relevant information on pupils with any special needs, including nut allergy sufferers, asthmatics and diabetics, is effectively communicated by the senior first aider to trip organisers and leaders. The use of the Evolve system to administer trips allows the EVC to ensure all medical information is shared with group leaders and first aiders.	Ongoing	EVC	<ul style="list-style-type: none"> • In preparation for a visit the parents are contacted to discuss up-and-coming trips. • A pre-visit is conducted and will assess whether extra support staff is required • A risk assessment will be carried out • The medical team will prepare a bag for emergency for the trips
Ensure all teaching staff are fully informed of the SEND, Medical and EAL requirements of all the pupils they teach.	ISAMS is available at all times and is updated as required. This is updated as needs change or new pupils join the school or change classes. It is not saved as a hard copy. Pupil Passports or Personal Provision Plans are created to improve teachers' understanding of difficulties faced by a small number of pupils.	Ongoing	SENDco & Prep	<ul style="list-style-type: none"> • A meeting has taken place to discuss a new system to ensure staff has all information on pupils who require support including

	Need to reorganise how staff including supply staff get access to pupils' information who require support. Once this has been agreed staff can be updated and trained.			those with short-term medical needs.
Ensure the needs of SEND pupils are met in public examinations.	The School follows the SEND guidance issued by JCQ regarding public examinations. <i>This information is updated on an annual basis as candidates are entered for their public examinations.</i>	Annually	SENDco/Specialist Exams Assessor, Exams Officer	Policies are updated by Exams annually. Meeting carried out to discuss needs for pupils prior to exams.
To ensure SEND students are fully supported as the School roll increases	Prep and Senior SENDCO's will work collaboratively to develop consistent strategies between primary and secondary schools. Enabling a smoother transitional experience. A Specialist Dyslexia tutor works closely with both SENCO's to support students in both the Senior and the Prep School.	Ongoing	SENDco/Prep SENDco / Head	Ongoing
Whole School interventions plan	Maintain and develop interventions as required to support students with physical, academic and social needs.	Ongoing	SENDco & Prep	For Primary age sensory circuits, phonics clubs or social stories. For senior pupils interventions and 1:1 Academic Specialist teachings are provided.
To track interventions	Develop the use of tracking documents such as the Intervention tracker created by the Prep SENDCo.	Ongoing	SENDco & Prep	SENDCo workshops are carried out
Enable staff to continually update and increase their knowledge and understanding of the needs of all pupils to remove any barriers of learning	The School will provide training for staff to teach and support pupils via: <ul style="list-style-type: none"> • Insert day updates • CPD training • Communication through assemblies 	Ongoing	SENDco & Prep	Continual training for staff

2 Improving Access to the Physical Environment of the School

As outlined in the school context above, the nature of the school premises limits the extent to which physical access to the full extent of school activities can be attained for disabled children and adults. However, the school remains committed to taking appropriate steps to improve the physical environment in this regard. Planned actions are detailed below.

Targets	Strategies	Timescale	Responsibility	Progress Achieved
Lighting	Rolling upgrade of all classroom and corridor halogen/fluorescent lighting to LED to improve ambient light levels. Target minimum 300 LUX in classrooms, 500 LUX in the theatre and 100 LUX elsewhere.	Ongoing	Estates Manager	Completed
Plans for redecoration and refurbishment of buildings. Consider appropriate colour schemes (DDA compliant) to benefit pupils with visual impairments. Contrast of skirting, door architraves, handrails, etc. Select furniture and equipment that is suitable and accessible for those with disabilities. All re-signing should consider pupils with visual impairments	School development plan re: continuing refurbishment and upgrading of existing facilities where appropriate. Advice to be taken from architect and research re: educational implications by Head and Leadership Team. Installation of window blinds in key sixth form classrooms to assist visually impaired pupils.	Ongoing. Has been built into a seven-year rolling programme.	Estates Manager	
Consider the accessibility of all fire exit routes for persons with restricted mobility.	All persons of restricted mobility are given a Personal Emergency Evacuation Plan (PEEP) as they enter the building which is bespoke to the individual. A member of staff is designated to assist in their evacuation by the most appropriate route. Usually, this will be via the main reception exit. Individual student risk assessments are carried out to determine specific accessibility and restrictions re upper floors and lower ground floor.	Ongoing, with annual reviews.	Estates Manager SENDco Medical	SENDco to ensure that pupils with long-term needs who require a PEEP have one in place. This will be shared with staff, parents/caregivers and pupils. Medical will provide risk assessments for those with short-term needs such as an injury. This will be shared to staff through Evolve. HR Manager to ensure that all staff who require a PEEP have one in place. This will be shared with the member of staff.

Classroom accessibility	Alternative seating to be provided to persons who cannot access standard seating e.g. lower level desk to provided in place of science stools in labs	Ongoing	SENDco Estate Manager	
Incidental adjustments	There will be requirements which cannot be foreseen. These will be addressed as they become apparent as long as the adjustment is reasonable in the context of the school buildings and activities.	Ongoing	All staff	Staff and pupils are made aware how and who to contact when an issue arises.

3 Improving the Delivery of Written Information to Disabled Pupils

This includes planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Targets	Strategies	Timescale	Responsibility	Progressed Achieved
Enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing.	Ongoing	SLT, teaches, Admin team and SENDCo	
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education.	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.	Ongoing	Whole school team	
Ensure all staff are aware of guidance on accessible formats.	Provide guidance to staff on dyslexia and accessible information.	In Place	SENDCo	
Digital textbooks	Radnor House subscribes to Classoos online textbooks. These are provided to KS3 to KS5 as available for individual subjects.	In Place	SENDco	
Accessibility to examinations must be available to pupils who need support and meet their individual needs	Access arrangements are reviewed, discussed with the pupil, parents/caregivers and are put in place. Communication of needs and support are provided to staff and exam invigilators.	In Place	SENDco, teachers	

Appendix

Improvements and Tasks Completed since the last review

Targets	Strategies	Status	Responsibility	Date Completed
To support student exam access arrangements and to provide independence in exam situations	ExamPro software purchased and used to support students who need a reader, spelling support or word processing only. This software will be used by all students using a word processor in exams with the appropriate features disabled. Exam reading pens are provided as are coloured overlays.	Completed	SENDco/Specialist Exams Assessor, Exams Officer	
To support students with the production of written work, especially those who use a word processor as their normal way of working	ExamPro is to be provided to students identified and training given to pupils. Coloured paper is also available for students who find this helpful.	Completed	SENDco	
Acoustics	Consider the viability of acoustic dampening solutions to reduce noise in school bistro and café. Acoustic panelling has been installed as a dampening solution in the dining room in April 2019	Complete	Estates Manager	April 2019
Accessibility of stairs, steps and doorways	Persons of restricted mobility will need handrails. For doorways, some ramps will be needed. Review door closures. Assessment undertaken. Handrails installed on senior school stairways There is a permanent ramp placed near the entrance to the medical office. There are use of 2 additional ramps that are portable and can be used when needed.	Complete	Estates Manager	April 2019