



## **Accessibility Plan**

**2025-28**

### **1. Aims of this plan**

The aims of the Accessibility Plan (AP) are to ensure Embley continues to work towards increasing the accessibility of provision for all students, staff and visitors to the school.

This document is written in accordance with and meets requirements of the Special Educational Needs and Disability Act (SENDA - 2001) and The Equality Act (2010).

The Equality Act 2010 defines a person as disabled if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to undertake normal day to day activities. Under the SENDA 'long term' is defined as one year or more and substantial is defined as 'more than minor or trivial.'

Schools are required to make 'reasonable adjustments' for students with disabilities under The Equality Act 2010 to alleviate any substantial disadvantage that a disabled person faces in comparison with non-disabled pupils.

### **2. Statutory Background**

Prepared in accordance with the Equality Act 2010, this plan addresses Embley's duty to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment to increase access for disabled pupils; and
- improve the delivery of information to disabled pupils in accessible formats.

### **3. School Context**

Embley is an independent day and boarding school (Nursery through to Sixth Form) on a 130-acre grade II listed parkland in Romsey, Hampshire. The campus combines modern and older buildings and offers extensive co-curricular provision (including sport, arts and outdoor/adventure). Accessibility considerations therefore cover teaching spaces, boarding houses, circulation routes, and outdoor areas.

#### 4. Action Plan (2024–2027)

##### Curriculum & Co-curricular Accessibility

Current Good Practice	Objective	Action	Lead	Timescale	Success Criteria
1. Embley offers adjustments within the classroom in line with student centred quality teaching for all pupils.	Staff have in Service training to support specific needs.	Curriculum adaptations as directed by Head of Senior and Head of Prep School. Train specialist support staff to deliver intervention and teachers to make adjustments in class.	Head of Senior School/Prep SENCO	Ongoing	Teaching will have a clear positive impact on progress and attainment.  VA score for SEND pupils will be positive.
1.1 Teaching staff develop resources tailored to subject and needs of pupils who require adjustments to access the curriculum.	External agencies are involved where appropriate to support some of our more vulnerable pupils.	Continual communication with the Local Authority and external agencies to ensure support is accurate and appropriate. Staff informed of external agencies adaptations and advice.	SENCO	Ongoing	Pupils with a disability make expected or better progress. Provision in line with the EHCP is executed, monitored and evaluated at regular intervals.
1.2 Curriculum progress is tracked for all pupils across the school and information disseminated to parents.	Use data tracking and short department screeners to identify need or intervention.	Appropriate resource adaptations are made in school to support the varying needs of pupils.	SENCO	Ongoing	Recruitment to all year groups continues to have a holistic approach, with strong communication with feeder schools and parents with pupils correctly admitted into the school where adjustments can reasonable.
1.3 The curriculum is reviewed and adapted to ensure it meets the needs of all students.	The PE curriculum will continue to be adapted to meet the needs of all pupils including accessibility of equipment and activity.	Data is monitored at every CAT and end of year exam to identify need and celebrate progress.	SENCO	Ongoing	The use of Data to track progress will become more robust and appropriate intervention put in place if and where necessary.
2. Assistive technology is available for all pupils with additional needs and/or SEND in line with school policy and public examination regulations. All pupils have access to IPAD as a standard resource.	Continue to adapt timetables at the start and where appropriate throughout the academic year to support pupils identified as SEND.	Screeners are completed where appropriate following observation and a SEND cause for concern.	Director of Studies	Ongoing	PE curriculum to become a more inclusive environment for pupils with physical disabilities. Specialist equipment bought in, different sports for people with disabilities explored and added to the curriculum at all key stages.
3. For pupils with special educational needs and disabilities, due diligence is taken to ensure timetable, classroom placement and size of the room is taken into account.		PE department to continue to liaise with SENCO to ensure pupils with additional needs and/or SEND are participating and fully included in all PE and Games related activities.  Adaptive PE/Games equipment will be purchased in order to support pupils with SEND where	SENCO  Director of Sport	Ongoing	Pupil timetables will provide them with an inclusive environment throughout the academic year.
				Ongoing	

		<p>appropriate. This also applies to outdoor adventure activities</p> <p>Adjustments will be made to support pupils with a SEND in PE/Games lessons.</p> <p>Changes to timetables will be made to ensure pupils with physical disabilities have appropriate access to the most conducive classrooms for their need.</p> <p>Ensure classrooms are allocated appropriately taking into account size, age and different needs amongst the pupil body.</p>	<p>Director of Sport/Outdoor Ed</p> <p>Director of Sport</p> <p>Director of Studies</p> <p>Director of Studies</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
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### Physical Environment

Current Good Practice	Objective	Action	Lead	Timescale	Success Criteria
Accessibility considered in event planning. Ramped route into Atherley and STEM. New ramp to boys toilets.	Whole-site accessibility audit	Commission specialist audit of buildings, routes, signage and outdoor areas; prioritised works plan with costs.	Bursar / Estates Manager	Summer 2026	Audit report produced with prioritised, costed plan agreed by governors.
PEEPs completed for staff. Communicated plan for pupils with disabilities or injuries.	Fire safety and evacuation	Install visual fire alarms where required; maintain PEEPs for pupils/staff; termly drills include relevant scenarios.	Bursar / Estates Manager / Head of Boarding	By Summer 2026; ongoing	PEEPs current; drills successful; visual alarms tested and logged.
Recent capital projects to include ambulant toilets in WC refurbishments. Library design to include wheelchair accessible door entry.	Inclusive capital projects	Apply universal design principles to all refurbishments/new builds (ramps, door widths, accessible WCs, contrast signage, quiet spaces).	Bursar / Estates Manager	Ongoing	Designs evidence accessibility; post-occupancy reviews confirm effectiveness.

### Information & Communication

Current Good Practice	Objective	Action	Lead	Timescale	Success Criteria
New website design to deliver better accessibility on smart devices.	Website accessibility	Audit website against WCAG 2.1 AA; remediate issues (alt text, keyboard nav, headings, contrast, captions).	Director of Marketing, Communications and Admissions	Spring 2026	Audit shows AA compliance or time-bound plan to achieve it.
Policies are all available online to allow assistive technology and a simple zoom function to be used.	Alternative formats	Offer policies, handbooks, consents and reports in large print, audio or other formats within 5 working days of request.	Director of Marketing, Communications and Admissions	From Autumn 2025	Requests fulfilled within SLA; user feedback positive.
Differentiated coloured paper for pupils with SEND needs. Readers for exams. Use of keyboards for exams	Assistive technology	Expand provision (screen readers, speech-to-text, captioning, FM systems) and provide user/staff training.	IT / SENDCO	Summer 2026; then ongoing	Supported pupils report needs met; usage monitored and reviewed termly.
Read&Write software is installed on all exam computers and on devices assigned to LSAs or pupils who require additional support. All iPads are configured with full accessibility options (VoiceOver, Zoom, Magnifier, Speak Screen, Dictation, Color Filters and Display Customisation).	Assistive technology	Maintain and update Read&Write licenses annually. - Provide refresher training for staff and LSAs on Read&Write and iPad accessibility features. Audit accessibility settings on all iPads and exam PCs each term to ensure full functionality.	IT / SENDCO	ongoing	All users who require assistive technology can confidently access digital content. Feedback from staff, LSAs and pupils indicates increased independence and engagement.
School platforms (Teams, OneNote, OneDrive) are accessible on all devices and compatible with assistive technologies	Ensure all digital learning platforms meet accessibility standards and are inclusive for all users	Conduct annual accessibility audits of all platforms (color contrast, keyboard navigation, captions). Promote the use of Microsoft's Immersive Reader and Accessibility Checker in lesson resources. Ensure subtitles and transcripts are enabled for all video materials	I.T/SENCO	ongoing	All learning resources meet accessibility guidelines

## **5. Monitoring and Review**

This document will be reviewed every year but more frequently where need or legislation requires.

## **6. Related Documents**

- SEND Policy
- Health & Safety Policy
- Equal Opportunities Policy
- Fire Safety Policy
- Educational Visits Policy