



## **Accessibility Plan 2025**

**Lead person:** Deputy Headteacher (Safeguarding, Inclusion and Wellbeing)

**Support persons:** Headmaster, SLT, Estates Manager, SENDCo

**Governing Body Committee:** Pupil Welfare Committee

The Crypt School strives to be a fully inclusive and welcoming school and therefore aims to ensure that every pupil can participate fully in the life of the school. We are committed to providing an environment which values all pupils, staff, parents and visitors, in line with our values of kindness, respect and integrity. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of inclusion and belonging.

### **Disability and Accessibility planning in the School Context:**

- The Equality Act 2010 defines a disabled person as someone who has “a physical or mental impairment which has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities”. Physical or mental impairment includes sensory impairments and hidden impairments. This definition covers sensory or physical needs, communication or interaction difficulties, cognitive needs, emotional difficulties and some medical conditions including asthma, diabetes, cancer, HIV/AIDS, and multiple sclerosis.
- Schools are required to make “reasonable adjustments” for pupils with disabilities under The Equality Act 2010 to alleviate any substantial disadvantage that a disabled person faces in comparison with non-disabled pupils.
- In the Act, “substantial” means “more than minor or trivial”. “Long-term” means has lasted or is likely to last more than 12 months in line with the SEND Code of Practice 2015.
- The definition of Special Educational Needs (SEN) includes many, but not necessarily all, disabled pupils: a disabled pupil has SEN if they have a disability and need special educational provision to be made for them to access the education. The phrase SEND is used throughout this plan to include all pupils who have special educational needs and or a disability. These issues may be long or short term, due to an injury for example.

## **Accessibility Plan**

### **1. Increase access to the curriculum and extra-curricular programme for pupils with disabilities**

Pupils with disabilities work with the SEN team to craft their Student Support Plan to ensure they receive an individualised education. All teachers display “to do lists” every lesson so pupils can see what the lesson will involve and be prepared to expect, for example, a video

or any activity requiring physical movement which may require adjustments. We monitor extra-curricular participation for all our SEND pupils to ensure they are able to embrace opportunities offered in our rich extra-curricular programme.

Pupils will find positive representations of disability in the Library, during the annual Neurodiversity Celebration Week and in History lessons, where pupils are taught about a diverse and representative past, including a module on the history of disability. Access arrangements are available for internal and external examinations to ensure disabled pupils are treated fairly. These include, depending on level of need, additional time, rest breaks and the use of laptops.

We will further increase access to the curriculum and extra-curricular programme for pupils with disabilities by:

- Enabling the use of iPads or laptops to complete written work in class.
- Ensuring a suitable seating position in the classroom, where each child can thrive.
- Providing a scribe/reader (where necessary) in an examination situation, if required.
- Providing examination papers in larger print for a child with a visual impairment.
- Rearranging the timetable to allow a pupil to attend a class in an accessible part of the building, where required.
- Supporting pupils to access or lead extra-curricular activities and societies.
- Arranging a variety of accessible sports activities, including those specifically for pupils with SEND.
- Supporting students to participate in leadership opportunities (for example Anti-Bullying Ambassadors, Form Representatives and Prefects).
- Ensuring staff receive regular training and updates on how to effectively support SEND pupils to achieve their potential.

## **2. Provide the physical environment, with reasonable adjustments, so pupils with disabilities can take full advantage of the education provided**

- The Crypt School has access to the first floor via a lift situated in the John and Joan Cooke Centre. The Anthony Iles block also has a lift.
- There are two accessible toilets on the ground floor, including a shower room.
- The Drama Studio and the S Block (which houses the Sports Hall) have wheelchair access.
- There are two disabled parking spaces at the front of school close to the Main Entrance.

Pupils who are wheelchair users will have a Personal Emergency Evacuation Plan (PEEP), to identify evacuation procedures.

Each pupil with a disability requires special consideration and support. If appropriate, adjustments will be put in place. We will discuss thoroughly with parents and their medical/educational professionals the adjustments that can reasonably be made for their

child. If the disabled parent of a pupil wishes to visit the school, any necessary adjustments will be made to make that possible.

We will improve the physical environment by:

- Maintaining lifts regularly.
- Addressing any concerns arising from annual site inspections / Governor Health and Safety link visits.
- Making adaptations where required to suit pupils / members of staff.
- Ensuring that any new building or developments are wheelchair accessible.

### **3. Improve the availability of accessible information to disabled pupils and families**

The Crypt School aims to provide information to pupils and parents with disabilities in alternative and appropriate formats, as is reasonable and necessary. Pupils with visual or hearing impairments have Student Support Plans which may highlight the need for specific seating arrangements, font style or use of technology. Examination papers are enlarged (if required) and any other appropriate examination access arrangements are made, where applicable.

We will improve the availability of accessible information by:

- Improving the sharing of information between feeder schools and The Crypt School to make sure SEND students have the smoothest possible start to Years 7 and 12.
- Ensuring staff are aware of their GDPR responsibilities in the sharing of information beyond annual whole-staff training sessions.
- Reviewing Student Support Plans (and My Plans or MyPlan+) three times a year, with parents and pupils involved in this process.
- Hosting "Meet the SENDCo" afternoons several times a year where the SEN team are available for families to meet and discuss their child's needs.
- Sharing resources and events with all families via the weekly Head's Letter.

### **Monitoring and Evaluation:**

The SENDCo will monitor progress made in all areas of the plan and inform the Deputy Headteacher (Safeguarding, Inclusion and Wellbeing) of any problems encountered or other issues raised.

### **Links to other policies:**

- Special Educational Needs Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding Policy
- Health and Safety Policy
- Equal Opportunities Policy
- Anti-Bullying and Hate Policy
- Exams Equalities Policy

- Equality Objectives
- SEND Information Report

**Reviewed by: Deputy Headteacher (Safeguarding, Inclusion and Wellbeing)**

**Approved by Pupil Welfare Committee: June 2025**

**Review cycle: 2 years**

**Next Review: March 2027**