



CLAYESMORE

## ACCESSIBILITY POLICY AND PLAN

Responsible:	Senior Deputy
Date Reviewed:	May 2025
Scope:	Whole School
Review	Due: May 2026
Reviewed:	SLT annually
External Release:	Yes

## **References**

The policy is written with regard to the Equality Act 2010 and Independent School Standards (Parts 1, 2, 3, and 5)

### **1. Aims of the Accessibility Plan**

Clayesmore School's Accessibility Plan is a forward-looking and practical document which outlines how we will:

- Improve access to the physical environment of the school for all users.
- Increase access to the curriculum for pupils with a wide range of needs.
- Improve the availability of accessible information for pupils, parents, and staff.
- Monitor, review, and continuously improve inclusive practices across the whole school community.

This plan ensures that accessibility remains a priority in our development planning and strategic decisions. It is aligned with the requirements of:

- The Equality Act 2010
- The SEND Code of Practice 2015
- The Children and Families Act 2014
- The Education (Independent School Standards) Regulations 2014

It covers a rolling three-year cycle and is reviewed annually.

### **2. Embedding Action Planning in Practice**

Although many accessibility provisions at Clayesmore are long established and deeply embedded, the school remains committed to continual improvement. Current and upcoming priorities include:

- Expanding staff and pupil use of assistive technologies.
- Continuing to strengthen the alignment between academic data and pastoral insight when evaluating SEN provision.
- Regularly auditing the physical environment, particularly as facilities are updated, to ensure access remains barrier-free.

- Maintaining rigorous review of IEPs and ensuring Provision Map usage is consistent and up to date across all departments.

- Extending leadership training on inclusive pedagogy, so that it remains central to the development of all staff, academic and pastoral.

These areas will be reviewed annually by the SLT and incorporated into staff development and school improvement planning.

### **Our Longstanding Commitment to Inclusion**

From its foundation, Clayesmore has always had a varied student profile. Among its students are those who find academic life quite easy and attain the highest academic success. However, for over 25 years, Clayesmore has systematically placed the education and wellbeing of pupils with some specific Special Educational Needs and Disabilities (SEND) at the centre of our thinking about education.

### **3. Teaching That Lifts All Learners**

We have always understood that teaching pupils with SEN well benefits every learner.

This inclusive, adaptive approach consistently results in strong academic achievement. For example, recent successes include students progressing to study at Oxford in subjects such as English, Maths, and Languages. We reject the false dichotomy between "able" pupils and those with SEN: many of our most academically ambitious students receive some kind of learning support for some of their time at school.

We are inclusive in the best and fullest sense of the word—as we know that this benefits everyone.

The ILG Governors and the SLT at Clayesmore are fully committed to the principles of inclusive education—not just in policy, but in practice. The leadership team and House parents are active, skilled, and supportive leaders who understand the daily realities of teaching and learning and of life in a boarding house. Their guidance has created a professional culture where teaching staff and tutors feel trusted, supported, and encouraged to grow.

At the heart of this provision is our Teaching and Learning Centre (TLC) is a team of 10 highly trained professionals (most qualified to Level 7 in SEN) who are fully embedded in the academic and pastoral fabric of the school. In addition, the school has an ELSA trained specialist and someone who helps coach 'executive functioning'.

However, the principles outlined in this policy are not just found in the TLC department. We seek to embed them in our thinking about all aspects of school life.

Our provision is so integrated, so habitual, that we sometimes fail to describe it—because it is simply who we are. This policy seeks to make clear: inclusion here is lived daily, and led with conviction.

This Accessibility Plan is available on the school website and in alternative formats on request.

#### **4. A Whole-School Approach to Accessibility**

Accessibility at Clayesmore is not an initiative—it is an embedded practice shaped by values, leadership, and community-wide understanding.

##### **a. Access to the Curriculum**

Teaching is personalised, with staff supported by Provision Map and TLC guidance to adapt lessons with precision and care.

Pupils receiving support never miss academic lessons. From Year 9, SEN sessions are built into the timetable via option blocks or bespoke arrangements.

Staff and pupils receive training in assistive technologies such as Dragon NaturallySpeaking and Read&Write, supporting independence and reducing barriers.

Pupils with EHCPs are welcomed where we can meet their needs through thoughtful and effective adjustments.

##### **b. Access to the Environment**

The site is continually reviewed for accessibility, and we respond quickly when needs arise, adjusting timetables, classrooms, or resources to enable full participation.

##### **c. Access to Information**

Information is made available in multiple formats as needed—visually simplified, enlarged, coloured, or audio-based. Pupils are encouraged to use assistive tools confidently and without stigma.

## **5. Behaviour, Belonging, and Positive Development**

Our inclusive philosophy extends to how we manage the site, the daily routines and to behaviour management. We set clear expectations for conduct for all students and help those who might struggle to get everything right, or to be on time, to meet the same the standards that apply to those who don't. This is done through setting clear expectations, encouragement, positive reinforcement and working hard on ensuring relationships between students and staff are positive and respectful.

Our approach has been derived from the work of Tom Bennett, particularly in his 2017 report [Creating a Culture](#) and it is aligned with the principles elaborated by Paul Dix in *When Adults Change, Everything Changes*. Students are supported to develop good habits, take responsibility, and grow in self-regulation. Sanctions are used minimally; the focus is always on building self-understanding and making better choices.

## **6. Leadership, Training, and Culture**

The leadership team at Clayesmore are practical, knowledgeable, and non-judgemental. They do everything possible to ensure that teaching staff are selected, inducted, supported and developed in ways to enable them to understand and embrace the Clayesmore approach.

In the Senior school every week, the SLT leads small-group INSET sessions (6- 12 staff), timetabled to allow meaningful discussion and shared reflection. In the Prep school, with a much smaller staff, these meetings take place as regular Tuesday meetings after school. These sessions cover a range of topics including lesson planning, behaviour management, adaptive teaching, and use of technology. Staff who need support are offered it discreetly, positively, and constructively.

This creates a professional climate where growth is encouraged, not compliance demanded—and where everyone, staff and students alike, is enabled to flourish.

## **7. Monitoring and Evaluation**

This Plan is reviewed annually by the SLT and approved by the Governing Body.

Evaluations are informed by:

- SEN progress data
- Pupil and parent voice
- Staff feedback
- Regular accessibility audits

The principles of accessibility form part of the broader School Development Plan and informs our educational strategy at every level.

## **8. Outcomes and Impact**

The progress and wellbeing of all learners, including those with SEN, are carefully monitored and reviewed. Progress is tracked and reported through multiple layers of academic and pastoral review.

Students are graded each half term not only on academic progress but also on attitudes to learning and consistency of approach. This encourages pupils to take ownership of their development and enables tutors and parents to see the full picture.

Reports are written directly to students from Year 7 through to Year 13, fostering a culture of personal reflection and responsibility. Every reporting cycle is followed by a 'Have Your Say' session, where pupils reflect on their progress and contribute to the tutor summary report that follows.

Progress data, including grades and learning attitude scores, are published in a colour-coded format that allows parents to track their child's journey clearly over the academic year. This transparency supports productive dialogue between school, student, and home.

The Deputy Academic, Deputy Pastoral, Head of Sixth Form, House Parents, Head of Prep Years and Heads of Department regularly review SEN progress data as part of whole-cohort monitoring. The Teaching and Learning Centre (TLC) reviews and updates Individual Education Plans (IEPs) for SEN pupils twice a year. Updated IEPs are issued via Provision Map, ensuring that all staff have the most current strategies and information.

This layered approach to monitoring ensures that SEN provision is not only inclusive but also effective—fostering high standards, strong academic outcomes, and personal growth for every learner.

## Appendix: Accessibility Plan Implementation Timeline (2025–2028)

Objective	Action/Strategy	Timeline & Responsibility
Improve curriculum access	Continue training in Dragon NaturallySpeaking, Read&Write, and differentiated instruction across departments.	Ongoing   TLC team & SLT
Maintain and update IEPs	Review and reissue IEPs twice yearly via Provision Map; ensure strategies are current.	Autumn & Spring terms annually   TLC
Increase assistive technology adoption	Survey pupil usage; identify staff champions in each department; provide focused support.	2025–2026   Deputy Head Academic & SENCO
Strengthen alignment of academic and pastoral tracking	Continue integrated review of half-termly data by Assistant Heads; use 'Have Your Say' for pupil insight.	Ongoing   Deputy Heads
Audit physical accessibility	Conduct annual review of physical site accessibility; address any access issues arising.	Annual review   Estates Manager & SLT
Promote inclusive leadership	Embed inclusive practice into the work of all new staff. Ensure current skill levels are maintained and developed.	2025–2027   SLT