



# Accessibility Plan

1 September 2025 to 31 August 2028

Date of Plan:	September 2025
Date of next review:	June 2026
Owner:	Chief Finance and Operations Officer
Leadership Team:	Senior Leadership Team
Intended audience:	Pupils, Parents and Staff
Location:	School Portal, Governor Portal and Website

## **1. Ethos and aims**

- 1.1. Haileybury College ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. 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. The School is committed to promoting emotional wellbeing and safeguarding for all, including those with additional needs.
- 1.2. The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.
- 1.3. The school values diverse representation on both the Governing Council and within its staff body and strives to ensure that inclusive perspectives are brought into strategic decision-making. When selecting and recruiting staff, it adopts inclusive recruitment practices and makes reasonable adjustments.

## **2. Increasing Accessibility:**

- 2.1. This Accessibility Plan sets out the School's plans, over time to:
  - Increase the extent to which disabled pupils can participate in the School's curriculum.
  - Improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School.
  - Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- 2.2. The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; it also respects the parents and child's right to confidentiality.
- 2.3. The plan will be made available online on the school website, and paper copies are available upon request.

### **3. Legislation and guidance**

- 3.1. The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. This Accessibility Plan has been prepared to meet the School's responsibilities under: the Equality Act 2010; the Education (Independent School Standards) Regulations 2014 and the National Minimum Standards for Boarding Schools (DfE, September 2022); the Children Act 1989 and the Data Protection Act 1989 and the UK General Data Protection Regulations (UK GDPR).
- 3.2. This Accessibility Plan also has regard to: 'The Equality Act 2010 and schools' (DfE, June 2018) and 'what equality law means for you as an education provider: schools (Equality and Human Rights Commission, April 2014).

### **4. Welcoming and preparing for disabled pupils**

- 4.1. The School welcomes applications from children with disabilities and / or special needs and makes reasonable adjustments to policies, practices, and environment wherever practicable, to support prospective pupils with disabilities in meeting the current admissions criteria and to access the curriculum, participate fully in School life and achieve their potential. Parents must inform the School of any disabilities or Special Educational Needs before entrance examinations so that appropriate arrangements can be made. In rare cases, if reasonable adjustments still do not enable a pupil to access the education safely and effectively, the School may be offer a place.
- 4.2. Where necessary, the School may charge parents for formal assessment, such as Educational Psychologist evaluations, to determine the appropriate level of support. However, any learning support provided as a reasonable adjustment under the Equality Act 2010 will be offered without additional cost to parents.
- 4.3. In order to provide the best possible support, the School asks all applicants to share any information about previous learning support, Educational Psychologist assessments or any disabilities or health conditions of which the School should be aware so we can plan effectively and ensure appropriate provision is in place before the pupil joins us.

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

- 5.1. 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).
- 5.2. The School's Learning Support Policy outlines the School's provision for supporting pupils with special educational needs and disabilities, and how it ensures equal opportunities for all its 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. It works alongside the School's Learning Support Policy, which outlines the broader provision for pupils with SEN and disabilities. Together, these policies reflect the School's commitment to inclusion, equal opportunity and removing barriers to learning.

## **6. Training**

- 6.1. Appropriate training for relevant staff will be provided to enhance an understanding of those with protected characteristics, to highlight the need to make reasonable adjustments and to improve the School's educational provision. The level and frequency of training depends on the role of the individual member of staff. Staff receive regular training in SEND awareness, disability awareness, and inclusive teaching practices to ensure they are confident and effective in supporting a diverse student body.

## **7. How the Accessibility Plan is constructed**

- 7.1. The School's Leadership Teams (reporting to members of the Executive Leadership Team) cover the following areas of the School: operations, academic, pastoral, co-curricular, external relations and partnerships and may co-opt additional members whose expertise in any field would be of assistance. Within their terms of reference, each are required to:
- review the School's policies, procedures, facilities and physical environment as they are likely to affect pupils and prospective pupils who are disabled
  - review data relating to pupil outcomes and performance, attendance and exclusions to identify any barriers which may affect disabled pupils
  - make recommendations with a view to improving the accessibility of both its academic education and sporting education and activities for pupils or prospective pupils with disabilities by means of reasonable adjustments, including, where appropriate, adapting the delivery of the curriculum and resources to meet diverse learning needs
  - review extra-curricular activities to ensure, as far as reasonably practicable, the School provides inclusive opportunities for participation in clubs, trips, and enrichment
  - keep the School's accessibility plan under review and suggest any changes to it so that the School may continue to plan for the future

7.2. The following School policies and resources are relevant to this Accessibility Plan:

- Admissions Policy
- Safeguarding and Child Protection Policy
- Rewards, Behaviour and Sanctions Policy
- Curriculum Policy
- Equal Opportunities for Pupils Policy
- Equal Opportunities for Staff Policy
- Learning Support Policy
- English as an Additional Language (EAL) Policy
- Health and Safety Risk Assessment Policy
- Risk Assessment for Pupil Welfare Policy
- Health and Safety Policy
- Relationship and Sex Education (RSE) Policy
- School Prospectus

## **8. How the plan is reviewed and monitored**

8.1. The implementation of this plan is monitored by the Chief Finance and Operations Officer, the Deputy Master and the Deputy Head (Academic). They are responsible for monitoring the short and medium term targets for improvement contained within the Plan via the Committees outlined in paragraph 7.1 above, and the triennial review of the Plan. Costings must be allocated to the various aspects of the plan, together with clear time-frames for completion of the various elements.

- 8.2. The School's Governors are ultimately responsible for ensuring the implementation of the Accessibility Plan during the period to which it relates. A new plan will be drawn up every three years. Any significant changes during the course of the three-year plan are placed before the Governing Council's Estates and General Purposes Committee (E&GP). The E&GP Committee will receive any recommended changes to the Plan (or the revised Plan at the end of the three-year period) at its Spring term meeting along with a report identifying which measures have been achieved and where any delay in implementation is foreseen as well as addressing any specific gaps identified. The plan is then updated with adjusted time-frames where necessary. The plan is also reviewed where the School, or any part of it, has undergone a refurbishment.

## **9. Queries and complaints**

- 9.1. Any queries in relation to the Accessibility Plan should be directed to Clerk to Governors via [clerktogovernors@haileybury.com](mailto:clerktogovernors@haileybury.com). The School's Complaints Procedures covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

## **Appendix 1: Improving access to the physical environment**

1. The School is set in 500 acres of stunning Hertfordshire countryside, and the site comprises multiple buildings of different ages. Many of the buildings within the Haileybury campus are listed buildings and the campus is large. There is considerable movement of pupils around the site between activities, often up steps or stairs in buildings without lifts. It is therefore likely that any pupil with impaired mobility could be at a disadvantage and possibly prohibited altogether from access to some of the educational and other facilities the School offers. These matters cannot be remedied in any substantial way by reasonable adjustments short of making major alterations to the physical features of the School buildings which may for building heritage or conservation reasons and/or on cost grounds be prohibitive. Even the fruition of long term plans can only go some way to ameliorate the position.
2. Nevertheless, the School is committed to taking every opportunity to upgrade and improve access to all areas of the School buildings and site. Building regulations demand all building works take into account disabled access. The Governors have in place a long-term building conservation programme, and a ten-year campus masterplan, which is intended to either improve or replace existing facilities. These plans are supported by budgetary provision within the maintenance schedule to improve accessibility for pupils with impaired mobility.
3. The details of these works, allocations, time scale and what has been completed can be found on the Assurity Plus dashboard, but some of the key items have been included in the table below.
4. In the context of improving access to the physical environment, the School aims to make reasonable adjustments to:
  - Identify and address physical barriers within the School to improve movement and access.
  - Improve navigability and wayfinding to make it easier for individuals with disabilities to move around independently.
  - Create inclusive facilities, so that pupils can access and enjoy all aspects of the School experience.
  - Improve lighting, acoustics and interior design with consideration of sensory accessibility.
  - Enable emergency egress to ensure that all students, including those with disabilities, can evacuate safely.
  - Offer accessible school tours, ensuring all parts of the site are reachable by prospective pupils with physical disabilities (or provide alternative formats like virtual tours with accessibility notes).
  - Act on access requirements in advance of visits or interviews (e.g. wheelchair access, quiet spaces, hearing loops).
  - Ensure Open Days and entrance assessments are planned inclusively, with clear signage, step-free access, and sensory considerations.
  - Provide detailed information about the physical environment in pre-admission materials, so families can assess suitability and request adjustments early.
  - Liaise with Estates and the Learning Support team if adjustments are required before a pupil starts.

5. A further Access audit will be commissioned in the Spring term 2026 to review the existing physical environment alongside any proposed works arising from the School Development Plan. The findings of the audit will feed into this plan and any proposed changes or additions will be made below.

Improving the physical environment to increase the extent to which disabled pupils are able to take advantage of education, benefits, facilities or services provided and offered by the school					
	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation / Comments
Short Term	Establish a clear understanding of the current position in respect of accessibility, including furniture, lighting, impact of colour intensity on visual conditions, acoustics, evacuation routes.	<b>Action:</b> Commission an Access Audit <b>Resource required:</b> <ul style="list-style-type: none"> <li>○ Budget to instruct consultants to carry out the audit</li> <li>○ Staff time to deliver project</li> </ul>	Spring Term 2025	CFOO? / Estate Director	Audit Findings Report
Short Term	Items of planned works contained within the Assurity Plus dashboard or in the 2025/26 schedule of works and other key planned works that will improve accessibility, including those listed below.	<b>Action:</b> Complete and commission on-going projects identified in the Assurity Dashboard, including, but not limited to: (1) line and speed bump painting; the creation of more accessible parking bays; hearing loop installations; accessible washroom works and emergency cord works (2) training for staff; (3) seating and hoist improvements in the sports complex; (4) improving vision panels in doors across campus; (5) improvements in the Reception area; (5) renewing door closures where required; (6) updating fans where required. <b>Resource required:</b> <ul style="list-style-type: none"> <li>○ Budget - CapEx</li> <li>○ Materials</li> </ul>	Ongoing	CFOO / Estate Director	



		<ul style="list-style-type: none"> <li>Staff time to deliver project</li> </ul>			
Short Term	Ensure fire risk assessments include provisions for disabled persons	<b>Action:</b> Review all fire risk assessments. Deliver training at induction and then annually for affected pupils/ staff and the staff that support them. <b>Resource required:</b> <ul style="list-style-type: none"> <li>Staff time to conduct the reviews and draft the PEEPs.</li> <li>Staff time to deliver and attend training</li> </ul>	Annually in September	Chief Finance and Operations Officer / Head of Health & Safety	Risk assessments/ training logs
Short Term	Ensure staff / pupils have a Personal Evacuation Plan (PEEP) in place where necessary	<b>Action:</b> Carry out a review of staff and pupils who might require a PEEP and ensure relevant staff are aware. <b>Resource required:</b> <ul style="list-style-type: none"> <li>Staff time to conduct the reviews and draft the PEEPs.</li> </ul>	Annually in September	Chief Finance and Operations Officer / Head of Health & Safety	Risk assessments/ training logs
Short Term	Ensure hearing impaired pupils can participate fully in school life.	<b>Action:</b> Upgrade the hearing loop in Chapel as part of the AV upgrade <b>Resource required:</b> <ul style="list-style-type: none"> <li>Budget - CapEx</li> <li>Hearing loop equipment.</li> <li>Staff time and training</li> </ul>	By September 2025	Director of Technology, Information and Data Systems / Estate Director	Installed and functioning hearing loop.
Medium Term	Ensure hearing impaired pupils can participate fully in school life.	<b>Action:</b> Investigate the cost and feasibility of the installation and use of portable hearing loops in meeting rooms and larger spaces for both pupils and visitors. <b>Resource required:</b> <ul style="list-style-type: none"> <li>Budget - CapEx</li> <li>Hearing loop equipment.</li> <li>Staff time and training</li> </ul>	By end 2026	Director of Technology, Information and Data Systems / Estate Director	Installed and functioning hearing loops. / portable hearing loops.
Medium Term	Support pupils with visual impairments and reduce sensory overload (from flickering / noisy lights, glare and fluctuating brightness).	<b>Action:</b> Deliver the light replacement programme across the school; determine how many pupils require support and gain their input on possible improvements <b>Resource required:</b> <ul style="list-style-type: none"> <li>Budget - CapEx</li> <li>Materials</li> </ul>	Whole school completion by 2027?	Chief Finance and Operations Officer/ Estate Director	LED Lights throughout the school where possible

Medium term	Improve access to Big School from the Quad side and Master's office suite.	<b>Action:</b> Building changes are difficult due to the nature of the site. Adjustments considered for individual cases. Meetings with staff in offices that are inaccessible to some, such as the Master's office, should be held in accessible locations.	Ongoing	Chief Finance and Operations Officer/ Estate Director	Adjustments to be considered for individual cases. Temporary ramps are available.
Long Term	Accessible seating in the Dining Hall/ Grubber	Due to the nature of the furniture in the Dining Hall, reasonable adjustments would be made upon request.			
Long Term	Masterplan related items that will improve accessibility - parking etc.	Many Masterplan developments would need to comply with current Building Regulations, therefore accessibility would be part of the design of the building/development.			

## **Appendix 2: Improving access to information**

1. The School is committed to ensuring that all current and prospective pupils, parents, and visitors can access the information they need in a clear, inclusive, and timely manner. This commitment applies across our admissions processes, marketing materials, and day-to-day internal communications. We recognise that accessible information is a key enabler of equality, independence, and full participation in school life.
2. This section of our Accessibility Plan sets out how we will continue to review and improve access to information for people with disabilities, including those with visual, auditory, cognitive, or learning impairments, as well as for those with English as an additional language.
3. In the context of improving access to information, the School aims to make reasonable adjustments to:
  - Ensure that admissions information is available in a range of accessible formats upon request (e.g., large print, audio, or translated versions), and that prospective families are made aware of how to obtain these.
  - Design and deliver marketing and promotional content – including on our website, prospectuses, and open day materials – in ways that reflect principles of inclusive design, with consideration given to font clarity, colour contrast, and alternative media formats.
  - Provide in-school communications (including letters to parents, newsletters, notices, and digital platforms) in ways that are accessible and considerate of diverse needs, and ensure that key information is delivered in plain language wherever appropriate.
  - Clearly signpost how pupils, parents, or visitors can request help or additional support with accessing school information. This includes naming a point of contact (e.g., the Admissions Officer, SENCO, or School Office) and offering multiple channels for communication (e.g., phone, email, and in-person).
  - Promote a culture of continuous improvement in information accessibility by seeking regular feedback and responding promptly to any identified barriers.

Improving access to information					
	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Ensure website is accessible to everyone including those with sight, audio and motor impairment restrictions – e.g. web font that is easy to read, avoiding use of images of text	<b>Action:</b> Review and assess the accessibility of the website. <b>Resources Required:</b> <ul style="list-style-type: none"> <li>Staff time to review the documentation.</li> </ul>	August 2026	Director of Marketing and Admissions	Updated website
Short Term	Determine whether current communication channels provide appropriate levels of accessibility.	<b>Action:</b> Conduct a review / audit of all current communication methods (e.g. printed letters, newsletters, parent portals, email, website updates) to assess accessibility and inclusiveness. <b>Resources Required:</b> <ul style="list-style-type: none"> <li>Staff time (Marketing Officer, SENCO)</li> <li>Input from families with known accessibility needs</li> </ul>	Annually in the Summer Term	Director of Marketing and Admissions	Audit report
Short Term	Establish Feedback Mechanism	<b>Action:</b> Provide an easy way for pupils/ parents/carers and staff to give feedback on communication accessibility and clarity. <b>Resources Required:</b> <ul style="list-style-type: none"> <li>Simple digital / physical form</li> <li>Staff time to collate and analyse the responses</li> </ul>	Annually in Spring Term	Director of Marketing and Admissions	Feedback / evaluation forms.  Pupil Voice
Short Term	Accessibility information is clear in prospectuses and marketing materials, which highlight inclusive practice, SEN support, physical adaptations, and policies.	<b>Action:</b> Review prospectuses and marketing materials <b>Resources Required:</b> <ul style="list-style-type: none"> <li>Staff time to review the documentation.</li> </ul>	Annually in Spring term	Director of Marketing and Admissions	Prospectuses and marketing materials containing accessibility information.

Short Term	Provide communications and application materials in multi-format options	<p><b>Action:</b> Review current format options to determine whether they are adequate and meet need. Ensure that key information is available in alternative formats upon request, such as, large print, audio files, easy-read versions and translated copies. Ensure pupils/ prospective pupils know where/ how to access these.</p> <p><b>Resources Required:</b></p> <ul style="list-style-type: none"> <li>○ Budget for translation and transcription services</li> <li>○ Audio recording tools/software</li> <li>○ Staff time to coordinate alternative formats</li> </ul>	On-going / As and when the need arises	<p>Dependent on Communication</p> <ul style="list-style-type: none"> <li>○ CFOO</li> <li>○ Deputy Master</li> <li>○ Director of Marketing and Admissions</li> </ul>	Examples of multi-format options of communications.
Medium Term	Improve Digital Accessibility	<p><b>Action:</b> Ensure school website and parent portals follow best practices in digital accessibility.</p> <p><b>Resources Required:</b></p> <ul style="list-style-type: none"> <li>○ Web developer or IT team capacity</li> <li>○ Tools for accessibility checking</li> </ul>		Director of Technology, Information and Data Systems / Director of Marketing and Admissions?	
Medium Term	Teachers and relevant Operational Staff trained in inclusive communication.	<p><b>Action:</b> Deliver training for pastoral, academic, and relevant operations staff on how to communicate inclusively and sensitively with diverse audiences.</p> <p><b>Resources Required:</b></p> <ul style="list-style-type: none"> <li>○ External trainer or in-house CPD session</li> <li>○ Staff time</li> </ul>	Periodic training	Deputy Master / Assistant Head (Professional Development & EDI) / Head of Learning Support	Training logs

### **Appendix 3: Improving access to the curriculum and broader co-curricular life of the school**

1. Haileybury is an educationally inclusive School, where the teaching and learning achievements, attitudes and wellbeing of every pupil matter. Through appropriate curricular provision, we recognise that pupils have different educational needs and abilities. They learn and acquire knowledge in different ways and at varying rates. Accordingly, teaching provision is adapted to the individual's needs, including those with disabilities, those with special educational needs, those from all cultural backgrounds and pupils with English as an additional language. All pupils may have particular needs at different times and therefore a wide variety of strategies are used to meet these needs as they arise. Learning diversity is recognised and planned for, any barriers to learning and participation will be challenged and removed and all pupils will be provided with equality of opportunity. Parents will be fully involved in the education of their children and they will be fully informed when special education provision is made for their child. Parental preferences as regards arrangements for access to the curriculum will be considered, but other factors will also be taken into account, for example JCQ guidelines and reasonableness.
2. It is the policy of Haileybury that all pupils with disabilities or special educational needs (SEND) are fully included in the life of the School, both academically and socially. We are committed to ensuring that every pupil has full access to the curriculum, unless specific and agreed adjustments have been made in consultation with the pupil, their family, and relevant staff.
3. We recognise that all pupils contribute to our community, and that each individual has strengths as well as areas for development. The School is committed to identifying and celebrating these strengths, while providing tailored support to ensure that every pupil can reach their potential.
4. This inclusive approach reflects our legal responsibilities under the Equality Act 2010, and our broader commitment to diversity, equality, and the wellbeing of every member of the Haileybury community'
5. It is our policy to recognise those areas of strength and to enhance them, encouraging them to the full, thereby building a feeling of worth and self-esteem in each pupil. Concurrently, areas of weakness are targeted, in order to remedy problems. Differentiation of work or task may take place to ensure full access and, when possible, approaches will be varied or modified to take into account the different learning styles and levels of ability of individual pupils.
6. In some cases, it may be in the best interests of a pupil with a special educational need or disability (SEND) to withdraw from a particular subject, where continuing with it would place an unreasonable level of pressure or compromise the pupil's wellbeing or access to learning.

7. Such decisions are not made lightly and follow careful consideration of the pupil's individual circumstances. The process involves consultation with the Master, Deputy Head (Academic), House Master/Mistress, Head of Learning Support, Assistant Head (Pupil Progress and Behaviour), the parents, and the pupil themselves.
8. This strategy is occasionally used to help reduce academic pressure, support wellbeing and It is guided by the principle of promoting the pupil's overall progress and ensuring equitable access to education.
9. Haileybury encourages all pupils to attend a variety of trips and activities. These may be sporting, cultural or adventurous. At such venues the programme of activities can be modified to facilitate participation regardless of disability. Haileybury is a strong advocate of the Duke of Edinburgh's Award scheme and is aware that it gives specific guidance to enable disabled pupils to achieve awards. Staffing ratios can be adjusted to provide extra help when necessary. Occasionally it may be considered that the welfare of the pupil with a particular disability cannot be guaranteed due to the nature of the disability and the specific environment and the terrain. In such circumstances it may not be possible to provide a suitable level of supervision and care to enable the pupil to participate in the activity safely.
10. The School views pupil participation in co-curricular activities as essential for a truly inclusive educational experience, and is committed to providing equitable access to the full life of the school.
11. In the context of improving access to the curriculum, the School aims to make reasonable adjustments to:
  - Remove barriers to learning by differentiating and adapting teaching methods, learning materials and assessment processes.
  - Support pupils in using assistive technology and inclusive tools, such as screen readers, dictation tools, and accessible learning platforms.
  - Support curriculum access via trained staff, including in-class support, interventions and personalised plans.
  - Ensure that staff are trained in inclusive teaching practices.
  - Ensure that curriculum content reflects diversity and accessibility.
  - Promote pupil independence and engagement.
  - Ensure that all pupils can access and participate fully in both the formal curriculum and the broader co-curricular life of the school, enabling them to thrive academically, socially and personally.
  - Embed inclusion in planning and risk-assessment of co-curricular activities.

Improving access to the curriculum and broader co-curricular life of the school					
	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	The curriculum is wholly accessible to pupils with a disability or SEN.	<b>Action:</b> Conduct a curriculum audit to determine whether this has been adapted appropriately. <b>Resources Required:</b> <ul style="list-style-type: none"> <li>Staff time to conduct peer audits, or facilitate a consultant conducting the review, and carry out analysis.</li> <li>Budget if a consultant is appointed.</li> </ul>	?	Head of Learning Support / Deputy Head (Academic)	Audit findings
Medium Term		<b>Action:</b> Gather pupil voice to ensure access arrangements, as detailed on pupil passports, are in place. <b>Resources Required:</b>		Head of Learning Support	
Medium Term	Teachers are trained on how to support pupils with different disabilities	<b>Action:</b> A regular programme of training to be implemented to ensure teaching staff have specific training on how to support pupils with a particular disability. The extent of training depends on the number of pupils impacted (eg: central training for conditions affecting a number of pupils and targeted staff training to support a pupil with a specific need or condition). <b>Resources Required:</b> <ul style="list-style-type: none"> <li>Training budget</li> <li>Staff time</li> </ul>		Head of Learning Support / Deputy Head (Academic)	Training logs



Version history		
Date	Reviewed by	Notes
September 2025	SLT	New three year plan in place (2025 to 2028)
September 2025	Executive Leadership Team	Reviewed and approved