



IPSWICH SCHOOL

ACCESSIBILITY PLAN 2023-2026

Review and Approval

Date Last Reviewed by Senior Management Team	September 2025
Date Last Reviewed by Governors	October 2025
Next Review by Governors	October 2026

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Ethos and Aims

Ipswich School aims to be an inclusive and welcoming institution, committed to ensuring that all pupils can participate fully in school life. The school values the diversity that pupils with special educational needs and/or disabilities bring to its community. The goal is to provide an environment that enables full curriculum access and values all pupils, staff, parents, and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional, and cultural needs.

Legislation and Guidance

This plan meets the requirements of Schedule 10 of the Equality Act 2010 and takes into account the Department for Education (DfE) guidance for schools on the Act. Under the Equality Act 2010, the school has a responsibility:

- Not to treat disabled pupils less favorably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

The School's Learning Support Policy further outlines its approach to reasonable adjustments and support for pupils with SEND.

Definition of Disability and Scope of the Plan

A child or young person is considered disabled if they have a physical or mental impairment that 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.

This Accessibility Plan provides an outline of how Ipswich School will manage this aspect of its SEND provision. The plan includes actions to increase the extent to which disabled pupils can participate in the School's curriculum, improve the physical environment, and improve the delivery of information.

About Ipswich School

Ipswich School (Senior School) is an independent school for pupils aged 11-18. The Senior School, in which we have several lessons, comprises several buildings of differing ages, covering a large site.

Ipswich Preparatory School is an independent school for boys and girls age range 3 months-11 years and incorporates The Lodge Day Nursery. The Prep School comprises two buildings built in the last 20 years. The Lodge Day Nursery caters for children aged 3 months to 4+ years and is housed partly in a Victorian building with one room being upstairs with no lift and for the older children, as part of the Lower Prep and a separate bungalow.

How the Plan is Constructed

The priorities for the Accessibility Plan were originally identified by the Senior Deputy Head, Prep Head and Compliance Manager which was then approved by the Governing Committee.

How the Plan is Reviewed and Monitored

The School's Accessibility Plan will be continuously monitored and reviewed to ensure its effectiveness. The plan is reviewed annually by firstly the Property Strategy Committee and then the Governors' Committee. This ongoing review process will include:

- Regular discussions and updates at Health and Safety Meetings
An annual review of current provision for pupils, staff, and visitors with special educational needs and disabilities.
- Monitoring key areas such as admissions, attainment, attendance, and extra-curricular activities as they relate to disabled pupils.
- The School will give consideration to establishing a dedicated working party or committee to oversee the planning and review process for 2026-2029 plan, including the involvement of an independent disability consultant where beneficial.
- The school will also in future gather views and feedback from teaching and non-teaching staff, pupils, and parents to inform improvements.

The Governors are ultimately responsible for ensuring the implementation of the plan. A new plan is drawn up every three years. The current plan covers the period from 1st September 2023, to 31st August 2026.

Improving access to the physical environment

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation (review September 2025)
Short Term	Lighting has been improved via a rolling programme of replacement throughout the Prep school	Dependant on budget availability	Fluorescent to LED 2023/24) and throughout the Senior school fluorescent to LED.	Property Strategy and Director of Estates	LED replacement has been completed fully in Upper Prep. We upgrade all areas when we undertake projects, i.e. offices, fitness suite, Fisons Foyer, C2 and as fluorescent lights fail they are replaced with LED.
Short Term	General signage needs to be considered (size, format, location) (medium term) on an ongoing basis.	Budget requirements. Amending as signs updated	Some immediate but longer term - over 3 years	Director of Marketing /Estates	Signage is periodically evaluated for helpfulness in messaging, visibility, longevity, and overall professionalism. Priority is given to customer-facing signage, based on budget and visibility.

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation (review September 2025)
Short Term	Displays around the School should continue to have larger type as a standard requirement (rolling programme).	Reprographics	Ongoing	SMT	Reminder required for all staff.
Short Term	Continue to ensure that risk assessments and provision for children with temporary disability are well catered for.	Staff time	Ongoing	Head of Learning Support/SEND Co	Feedback and actions taken for students.
Short Term	Install Evac Chairs in all Locations	Budget	2023/24	Estates	Evac Chairs have been installed.
Short Term	Grab rails installed in key areas of senior school to assist pupils who struggle with steps.	Small budget for handles and Estates time	2023/24	Estates	Completed - grab handles in place where few steps and no railings.
Short Term	Suitable supervised accommodation now available for any Senior School pupil temporarily in a wheelchair.	Staff time	Immediate	Deputy Head/ Compliance Officer	Timetabler arranges timetables to accommodate where needed.
Short Term	The Compliance Officer and Matron will conduct a Personal Emergency Evacuation Plan for any Person with mobility issues.	Staff time	Immediate	Compliance Officer/Matron	These are held on the GoogleDrive
Medium Term	Red fire alarm lights to be installed in the swimming pool area for hearing impaired	Budget for updated fire alarm lights	Prep: 23-24 Senior: 24-25	Compliance /H&S Officer	Completed and in place.

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation (review September 2025)
Medium Term	Clearly identify the accessible car park space outside Prep and The Lodge.	Paint and Estates time	2024/25	Estates	To be completed in 2025/26 in interim an accessible space can be reserved as needed
Medium Term	To consider how best to ensure Matron's surgery can be accessed by wheelchair users.	Staff time. Consultants to advise if needed	2024	Compliance Officer	Completed. Access is through Art block).
Medium Term	Transport - Minibuses to have accessibility equipment	New vehicles now fitted with accessibility equipment. When updating minibuses should consider if this is included	3 year leases on rolling programme	Transport Manager/DFO	1 accessible minibus originally now increased to 4 (Sept 2025)
Long Term	To ensure all parts of the new Anglesea Heights Classroom and facilities are accessible to all.	Review of options with consultants as necessary	2025	DFO and Estates team	AH is not used for classrooms now. All boarding houses are accessible and includes an accessible bathroom. For Boys Boarding at Westwood this needs reviewing and adding to next plan
Long Term	Swimming Pool - Review and consider accessibility options due to steps	Consultants advice and budget for works	2026	Director of Estates/ Property Strategy	No action on this as yet.
Long Term	Build a permanent ramp for the back door of Lower Prep if we had a 'user' who needed this on a regular basis.	Estates Time and cost of ramp	2026	Director of Estates and DFO	Have been reviewing. Not currently on top priority list as no regular user but continue to monitor. A temporary ramp was provided in June 2024

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation (review September 2025)
Long Term	Look for ways to ensure we can accommodate the accessibility needs of our youngest children in The Lodge, especially for parents with accessibility needs whose children are in the upstairs room and those in Explorers to access The Lodge garden.	Babies in Discovers are upstairs not able to view rooms and not able to collect children in the rooms. Consider if benefit from ramp from decking into the Garden (currently steps) Inside Bourne building very accessible but access has a small step. Consider adding a ramp here.	2026	Lodge Manager/Prep Head and DFO	Limited actions we can take to improve physical access. So mitigations introduced are virtual visits (films) and team brings children down to parents for collection Garden decking mitigation would be that because small children would carry them down. Parents can access Explorers through back gate if needed Continue to monitor use and potential issues. One for Property Strategy to review further in strategic estate planning.
Long Term	Lift options at ISSC to be considered (probably external).	Significant financial investment	2024-25	Property Strategy/DFO	Has been reviewed and scoped but cost is currently prohibitive
Long Term	Fitness Suite needs to be adapted/ redesigned to accommodate disabled stakeholders	Significant financial investment (£80k-£500k)	2024-2026	Property Strategy/Estates Director/DFO	Small gym refurb completed. Main fitness suite remains inaccessible (cost and practicably prohibitive) however conversion of room 29 into gym space has made gym accessible and we currently have a student who wouldn't previously been

Improving access to the curriculum

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes September 2025 review
Short Term	Ongoing professional development for all staff, encompassing in-depth training on disability awareness and equality issues as per the Equality Act 2010.	This training aims to equip staff with the understanding and strategies to minimise barriers to learning and participation, review teaching strategies to ensure inclusivity, and promote the use of respectful language and positive portrayals of disability within educational materials. Ipswich School will ensure they are utilising the correct resources for individual impairments, learning differences and disabilities	Ongoing	Coordinated by the Head of Learning Enhancement/Support and Matron.	<p>The School has sought appropriate specialist, professional advice for more individual conditions where needed.</p> <p>The School has made adjustments to co-curricular activities where access to specific activities has been difficult for some students</p> <p>Resources sought as required for individual pupils</p> <p>Equality and Diversity training undertaken for estates, grounds and compliance and some members of catering and other teams</p> <p>MW- delivered training of the Feb PD day to both Senior School and Prep Staff.</p> <p>SEND is a standing item on all Prep meetings.</p> <p>PSHE curriculum updated in line with new legislation (July 2025) which focuses on inclusivity and diversity.</p> <p>Therapeutic classroom training has been delivered to Prep school staff to ensure the classroom environment is suited to the needs of children.</p>

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes September 2025 review
Short Term	Continue to ensure that pupils for whom special consideration for assessments is appropriate are treated fairly and appropriately.	Monitoring by SENDCOs and learning support	Ongoing	SENDCOs and learning support teams overseen by SMT	Regular check ins and reviews and annual Exam Board training shared across the School Transition meetings between Prep and Senior School to ensure a careful transfer of information. Exam access register which is shared with all.
Short term	Continue to support pupils with SEND when working on screens/Chromebooks to provide the best learning experiences.	Accessibility aids as required	Ongoing	SENDCOs and learning support teams	As per individual needs of students. Appropriate resources and technology is provided. VI keyboards available.
Short term	Continue to ensure children's needs are met on an individual basis and are part of their medical care plan.	Staff time	Ongoing	SENDCOs and learning support teams	As per individual needs of students. Created of Individual Learning Pathways (Prep)
Short term	Continue to work closely with external professionals such as Speech and Language therapists, Paediatricians, Occupational & Physiotherapists and specialist teachers to ensure a joined up approach. Ensuring all reasonable adjustments are	Additional support plan - seek professional support as required	ongoing	SENDCOs and learning support teams	As per individual needs of students. Feed into Learning Pathways (Prep)

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes September 2025 review
	made and specialist equipment made available.				
Medium Term	Sports and co-curricular for those with disabilities – is there a good range of accessible activities/facilities?	Are there effective lesson activities for pupils with temporary disabilities so that they can still learn during Games and PE sessions?			(Ongoing but many examples of alternative arrangements both in Senior and Prep). Close liaison between sports teams and Learning Support. In 2024-25 a bespoke sports programme was introduced to meet the needs of a group of children in the Prep to help their inclusion.

Improving access to information

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes September 2025 Review
Short Term	Consider how information such as handouts, timetables, and information about school events can be disseminated in alternative formats such as large print, audio using ICT, or providing the information orally.	Various forms of media access (print, ICT etc)	Ongoing	Marketing and Admissions	Key information such as handouts, timetables, and event details can be provided in alternative formats, including large print, audio (using ICT), or orally. Requests will be met wherever reasonably practicable to ensure accessibility for all.

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes September 2025 Review
Short Term	SENCO and Exams Manager complete ongoing training for Exam Board Regulations regarding access arrangements and special considerations	Staff time	Ongoing	Deputy Head	Successful exam outcomes
Medium Term	Staff to receive Deaf Awareness training.	Trainer to deliver and staff time	2025	HR	Not yet delivered. Close liaison with Suffolk CC teacher of the deaf and relevant updates shared to staff (Prep).

Other Relevant Policies

The Accessibility Plan should be read in conjunction with other school policies such as The School's Learning Support Policy, Equal Opportunities Policy and EHC Plan Policy.