THE PERSE
SCHOOL
CAMBRIDGE

Accessibility Plan
2025-2028

1. Ethos and aims

The Perse School ('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.

2. Legislation and guidance

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School's Special Educational Needs and Disability (SEND) Policy sets out the School's policy on reasonable adjustments.

3. Definition of disability and scope of the plan

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).

The School's Special Educational Needs and Disability (SEND) Policy outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our 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.

The School's Accessibility Plan contains relevant and timely actions to:

- Increase the extent to which disabled pupils can participate in the School's curriculum. This includes teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes entry into the school.

- 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. This includes improvements to the physical environment of the school and physical aids to access education.

- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please see our Inclusion, Equality and Diversity Policy.

The plan will be made available online on the school website, and paper copies are available upon request.

4. How the plan is constructed

This Plan, together with Appendices 1 and 2, constitutes an overarching framework for pupils aged 3–18. It has been developed collaboratively by colleagues across the Junior Division (Pelican and Prep) and the Upper School to ensure a coherent, consistent, and coordinated approach to accessibility and inclusion throughout all phases of education. The framework is aligned with statutory requirements, recognised sector best practice, and the School's strategic commitment to promoting equitable access and removing barriers to learning for all pupils.

Staff involved in the construction, implementation, and review of the Plan include senior leaders, specialist practitioners, and representatives from across the School. This encompasses members of the ELT, Heads of the Junior Division (Pelican and Prep), the Learning Support teams, relevant pastoral and academic leads, and key operational staff with responsibilities relating to accessibility, health and safety, estates, and compliance. Their combined expertise informs the development of the Plan, ensures its effective implementation, and supports robust monitoring and evaluation as part of the School's wider governance, assurance, and continuous improvement processes.

Key staff involved are:

- Head of Learning Support (Junior Division)
- Head of Teaching & Learning (Pelican)
- Assistant Head – Academic (Prep)
- Director of IT

- Deputy Head (Pelican)
- Deputy Head (Prep)
- PE Coach (Pelican)
- Director of Sport (Prep)
- Head of Pelican
- Head of Junior Division
- Head of IE & D (Prep)
- Assistant Head – Pastoral (Prep)
- Director of Estates
- Director of Operations
- Director of HR
- Director of External Relations
- Assistant Head – IE & D (Upper)
- Deputy Head – Teaching & Learning (Upper)
- Head of Learning Support (Upper)
- Director of Educations Visits (Upper)
- Director of Sport (Upper)
- Deputy Head – Pupil Development & Welfare (Upper)

5. How the plan is reviewed and monitored

This plan will undergo an annual review by the ELT, with amendments made as required to incorporate feedback from pupils, parents, and staff, alongside any changes to statutory guidance, regulatory expectations, or sector best practice. Outcomes of the annual review will be reported to the Governing Body as part of the School's routine assurance and compliance processes. A fully revised and updated plan will be produced on a three-year cycle to ensure ongoing alignment with the School's strategic priorities, risk management framework, and legal obligations.

6. Other relevant policies

This plan should be read alongside:

- Inclusion, Equality and Diversity Policy
- Policy on Special Educational Needs (SEN) (or SEND) and English as an Additional Language (EAL) Policy
- Health & Safety Policy
- Fire Safety and Evacuation Procedures

Appendix 1

Junior Division (Pelican and Prep) Accessibility Plan 2025/2028

Increase access to the curriculum and learning

Improving teaching and learning is central to the school's mission. Through ongoing self-review and a structured programme of Continuous Professional Development (CPD), the school seeks to enhance staff knowledge, skills, and understanding to promote high-quality teaching and learning for all pupils. Our aim is to meet the needs of every child within inclusive, mixed-ability classrooms that foster engagement, challenge, and support.

It is a core value of the school that all pupils are encouraged and enabled to participate fully in the wider life of the school. All pupils are given the opportunity to take part in age-appropriate clubs, cultural and leisure activities, and educational visits.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in adapting the curriculum	Provide CPD on inclusive teaching and adaptation strategies	2026-2027	***Pelican:*** Head of Learning Support / Head of Teaching & Learning Prep: Head of Learning Support / Assistant Head (Academic)	Staff demonstrate improved adaptation practices in lesson observations and pupil progress data
Ensure all staff are aware of disabled children's curriculum access	Share information through staff briefings, SEND profiles, and training	Ongoing	***Pelican & Prep:*** Head of Learning Support	Staff demonstrate understanding and application of strategies to support disabled pupils
Use IT software to support learning	Expand use of assistive technologies and digital learning tools	Ongoing	***Pelican & Prep:*** Director of IT / Head of Learning Support	Increased use of assistive tools by staff and pupils leading to improved engagement
Pupils with additional needs can take part in educational visits wherever possible, with reasonable adjustments made and suitable alternatives	Plan educational visits with accessibility in mind, making reasonable adjustments through risk assessment and consultation with parents/carers to	Annual	***Pelican:*** Deputy Head ***Prep:*** Deputy Head	Pupils with additional needs are able to access educational visits or suitable alternatives.

provided when needed.	identify reasonable adjustments.			
Review PE curriculum to ensure PE accessible to all	Adapt activities, provide training, and ensure inclusive participation	2026-2027	***Pelican:*** PE Coach ***Prep:*** Director of Sport	All pupils participate fully in PE activities regardless of ability
Co-ordinate support for the needs of pupils with Special Educational Needs/ disabilities and promote positive attitudes to disability	Co-ordinate provision and regular review of needs. Close collaboration with staff, families and external professionals	Ongoing	**Pelican & Prep:** Head of Learning Support	Positive feedback from parents and pupils; increased inclusion and participation
Equality of provision for children in each class in year group	Monitor planning, differentiation, and resource allocation	Termly	***Pelican:*** Head of Teaching & Learning / Head of Pelican ***Prep:*** Assistant Head (Academic)	Equitable outcomes and opportunities evident across year groups
Promote equity of opportunity and diversity, so that the ethos and culture of the whole school responds effectively to any form of discriminatory behaviour and proactively seeks to create healthy cultures	Integrate equality themes into assemblies, PSHE, and staff training	Ongoing	***Pelican:*** Deputy Head / Head of Pelican ***Prep:*** Head of Junior Division / Head of IE & D / Assistant Head (Pastoral)	School surveys and incident logs show improvement in attitudes and reduction in discriminatory incidents

Improving access to the physical environment of the school

The Perse School is committed to continuous development, with facilities and resources regularly improved and upgraded to meet the evolving needs of the school community. Provision for pupils with specific requirements is planned and implemented on an individual basis, whenever reasonably practical, once those needs have been identified. The school maintains a comprehensive range of equipment and adaptive resources to support accessibility in daily practice, with provision kept under regular review to ensure it remains effective and responsive.

Through the school's strategic improvement planning process, accessibility and inclusion priorities are systematically evaluated and addressed each year. This proactive approach ensures that future development projects, refurbishment works, and resource investments continue to enhance equality of access and participation for all members of the school community.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	Regularly review site accessibility and implement reasonable adjustments to remove physical barriers to access wherever practicable.	Ongoing	***Pelican & Prep:*** Director of Estates / Director of HR / Head of Learning Support	Reasonable adjustments (e.g. ramps, signage, handrails, automatic doors) are implemented promptly and effectively to improve accessibility for pupils, staff, and visitors.
Improve signage and external access for visually impaired people	Review and install tactile/braille signage and high-contrast markings	2026-2027	***Pelican & Prep:*** Director of Estates	Visually impaired visitors and pupils can navigate safely and independently around the site
Ensure all disabled pupils can be safely evacuated	Maintain and test individual PEEPs and conduct termly drills	Termly	***Pelican & Prep:*** Director of Operations	Evacuation procedures run smoothly and safely for all individuals
Ensure accessibility of access to IT equipment	Audit IT resources and provide adaptive hardware/software where needed	2026-2027	***Pelican & Prep:*** Director of IT / Head of Learning Support	All pupils can effectively access IT equipment suited to their needs
All fire escape routes are suitable for all	Conduct annual accessibility inspections of all fire exits and routes	Annual	***Pelican & Prep:*** Director of Estates	Inspections confirm all escape routes are compliant and accessible
Co-ordinate support for the needs of pupils and parents with Special Educational Needs/ disabilities	Co-ordinate provision and regular review of needs. Close collaboration with staff, families and external professionals	Ongoing	***Pelican:*** Head of Learning Support ***Prep:*** Head of IE & D / Head of Learning Support	Individual support plans are in place, regularly reviewed, and feedback from parents/pupils is positive

Improving access and delivery of information

The school will ensure that all written information normally provided to pupils — such as handouts, textbooks, and information about school events — is made accessible to disabled pupils. Materials will be produced in formats that take account of individual disabilities and the preferred formats of pupils and parents and will be provided within a reasonable timeframe.

In planning this provision, the school will regularly review the level and range of need within the pupil population to ensure that appropriate arrangements are in place. Where necessary, the school will identify and engage with external agencies and specialist providers to obtain materials in accessible formats. The

school's ICT infrastructure will support access to a range of resources and assistive technologies to meet individual needs.

Target	Strategies	Timescale	Responsibility	Success Criteria
Review documentation on website to check accessibility for parents	Conduct accessibility audit of online materials and adjust formats where needed	2026-2027	***Pelican & Prep:*** Director of External Relations / Director of IT	Website and key documents meet accessibility standards (WCAG 2.1 AA) and feedback from parents confirms improved access
Ensure written materials are available in alternative formats	Provide key documents in large print, audio, and digital accessible versions	Ongoing	***Pelican & Prep:*** Director of External Relations / Head of Learning Support	Parents and pupils can easily obtain materials in preferred formats; requests are fulfilled promptly
Improve use of visuals to increase understanding of written information	Incorporate diagrams, infographics, and visual guides into parent communications	2026-2027	***Pelican:*** Director of External Relations / Head of Pelican ***Prep:*** Director of External Relations / Head of Junior Division	Increased comprehension and engagement reported through parent feedback and surveys
Provide support for parents who require interpretation or translation by allowing them to be accompanied by someone with a stronger understanding of English, and ensure translation technology or services are available for written materials where needed	Identify and implement appropriate translation technology and services	2026-2027	***Pelican & Prep:*** Assistant Head (IE & D) / Director of External Relations	Parents with language or communication barriers report improved access to and participation in school communication

Improve use of visuals to increase understanding of written information	Incorporate diagrams, infographics, and visual guides into parent communications	2026-2027	Director of External Relations / Head of Junior Division	Increased comprehension and engagement reported through parent feedback and surveys
Provide support for parents who require interpretation or translation by allowing them to be accompanied by someone with a stronger understanding of English, and ensure translation technology or services are available for written materials where needed	Identify and implement appropriate translation technology and services	2026-2027	Director of External Relations	Parents with language or communication barriers report improved access and participation in school communication

Appendix 2

Upper School
Accessibility Plan 2025/2028

Increase access to the curriculum and learning

Improving teaching and learning is central to the school's mission. Through ongoing self-review and a structured programme of Continuous Professional Development (CPD), the school seeks to enhance staff knowledge, skills, and understanding to promote high-quality teaching and learning for all pupils. Our aim is to meet the needs of every child within inclusive, mixed-ability classrooms that foster engagement, challenge, and support.

It is a core value of the school that all pupils are encouraged and enabled to participate fully in the wider life of the school. All pupils are given the opportunity to take part in age-appropriate clubs, cultural and leisure activities, and educational visits.

Target	Strategies	Timescale	Responsibility	Success Criteria
Enable all teaching staff to plan and deliver curriculum that is responsive to diverse learner needs through adaptive and inclusive practices.	Provide CPD on inclusive and adaptive teaching, and differentiation strategies	2026-2027	Deputy Head – Teaching & Learning	Staff demonstrate improved differentiation and adaptive teaching practices and increased awareness of inclusive learning. Evidence in lesson observations and pupil progress data
Ensure all staff are aware of disabled children's curriculum access	Share information through staff briefings, SEND profiles, and training	Ongoing	Head of Learning Support	Staff demonstrate understanding and application of strategies to support disabled pupils
Use IT software to support learning	Expand use of assistive technologies and digital learning tools	Ongoing	Director of IT / Head of Learning Support	Examples include: ExamWrite, which is used by pupils in mock and public exams. The platform has specific tools to support pupils with their exams. Immersive Reader is built into many Microsoft products and platforms to

				which helps with reading text on screens.
Pupils with additional needs can take part in educational visits wherever possible, with reasonable adjustments made and suitable alternatives provided when needed.	Plan educational visits with accessibility in mind, making reasonable adjustments through risk assessment and consultation with parents/carers to identify reasonable adjustments.	Annual	Director of Educational Visits	Pupils with additional needs are able to access educational visits or suitable alternatives.
Review PE curriculum to ensure PE accessible to all	Adapt activities, provide training, and ensure inclusive participation	2026-2027	Director of Sport	All pupils participate fully in PE activities regardless of ability
Support the needs of pupils with Special Educational Needs/ disabilities and promote positive attitudes to disability, communicate and collaborate with parents of pupils with SEND	Develop awareness campaigns and provide targeted support	Ongoing	Assistant Head (IE & D) / Head of Learning Support	Positive feedback from parents and pupils; increased inclusion and participation
Equity of provision for children in each class in year group	Monitor planning, differentiation, and resource allocation	Termly	Heads of Departments	Equitable outcomes and opportunities evident across year groups
Promote equity of opportunity and diversity, so that the ethos and culture of the whole school responds effectively to any form of discriminatory behaviour and proactively seeks to create healthy cultures	Integrate equality themes into assemblies, PSHE, and staff training	Ongoing	Assistant Head (IE & D)	School surveys and incident logs show improvement in attitudes and increased reporting for prejudice-related incidents

Improving access to the physical environment of the school

The Perse School is committed to continuous development, with facilities and resources regularly improved and upgraded to meet the evolving needs of the school community. Provision for pupils with specific requirements is planned and implemented on an individual basis, whenever reasonably practical, once those needs have been identified. The school maintains a comprehensive range of equipment and adaptive resources to support accessibility in daily practice, with provision kept under regular review to ensure it remains effective and responsive.

Through the school's strategic improvement planning process, accessibility and inclusion priorities are systematically evaluated and addressed each year. This proactive approach ensures that future development projects, refurbishment works, and resource investments continue to enhance equality of access and participation for all members of the school community.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	Regularly review site accessibility and implement reasonable adjustments to remove physical barriers to access wherever practicable.	Ongoing	Director of Estates / Director of HR / Head of Learning Support	Reasonable adjustments (e.g. ramps, signage, handrails, automatic doors) are implemented promptly and effectively to improve accessibility for pupils, staff, and visitors.
Improve signage and external access for visually impaired people	Review and install tactile/braille signage and high-contrast markings	2026-2027	Director of Estates	Visually impaired visitors and pupils can navigate safely and independently around the site
Ensure all disabled pupils can be safely evacuated	Maintain and test individual PEEPs and conduct termly drills	Termly	Director of Operations	Evacuation procedures run smoothly and safely for all individuals
Ensure accessibility of access to IT equipment	Audit IT resources and provide adaptive hardware/software where needed	2026-2027	Director of IT / Head of Learning Support	All pupils can effectively access IT equipment suited to their needs
All fire escape routes are suitable for all	Conduct annual accessibility inspections of all fire exits and routes	Annual	Director of Estates	Inspections confirm all escape routes are compliant and accessible
Support the needs of pupils and parents with	Provide individualised support plans and regular reviews	Ongoing	Head of Learning Support / Assistant Head (IE & D)	Individual support plans are in place, regularly reviewed, and feedback from

Special Educational Needs/ disabilities				parents/pupils is positive

Improving access and delivery of information

The school will ensure that all written information normally provided to pupils — such as handouts, textbooks, and information about school events — is made accessible to disabled pupils. Materials will be produced in formats that take account of individual disabilities and the preferred formats of pupils and parents and will be provided within a reasonable timeframe.

In planning this provision, the school will regularly review the level and range of need within the pupil population to ensure that appropriate arrangements are in place. Where necessary, the school will identify and engage with external agencies and specialist providers to obtain materials in accessible formats. The school's ICT infrastructure will support access to a range of resources and assistive technologies to meet individual needs.

Target	Strategies	Timescale	Responsibility	Success Criteria
Review documentation on website to check accessibility for parents	Conduct accessibility audit of online materials and adjust formats where needed	2026-2027	Director of External Relations / Director of IT	Website and key documents meet accessibility standards (WCAG 2.1 AA) and feedback from parents confirms improved access
Ensure written materials are available in alternative formats	Provide key documents in large print, audio, and digital accessible versions	Ongoing	Director of External Relations	Parents and pupils can easily obtain materials in preferred formats; requests are fulfilled promptly
Improve use of visuals to increase understanding of written information	Incorporate diagrams, infographics, and visual guides into parent communications	2026-2027	Director of External Relations / Deputy Head (Teaching & Learning)	Increased comprehension and engagement reported through parent feedback and surveys
Provide support for parents who require interpretation or translation by allowing them to be accompanied by someone with a stronger understanding of English, and ensure translation technology or services are available for	Identify and implement appropriate translation technology and services	2026-2027	Director of External Relations / Deputy Head (Pupil Development & Welfare)	Parents with language or communication barriers report improved access and participation in school communication

written materials where needed				