



Accessibility Plan

Shrewsbury School

September 2025

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1 Aims

- 1.1 This is the accessibility plan of Shrewsbury School (**School**).
- 1.2 The aims of this accessibility plan are to set out the School's plans for:
 - 1.2.1 increasing the extent to which disabled pupils can participate in the School's curriculum;
 - 1.2.2 improving the physical environment of the School 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; and
 - 1.2.3 improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

2 Scope and application

- 2.1 This accessibility plan applies to the whole School.
- 2.2 This accessibility plan covers the three year period from September 2023 to September 2026.

3 Regulatory framework

- 3.1 This accessibility plan has been prepared to meet the School's responsibilities under:
 - 3.1.1 Equality Act 2010;
 - 3.1.2 Education (Independent School Standards) Regulations 2014;
 - 3.1.3 *National minimum standards for boarding schools* (Department for Education (**DfE**), September 2022);
 - 3.1.4 Education and Skills Act 2008;
 - 3.1.5 Children Act 1989;
 - 3.1.6 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);and
 - 3.1.7 Childcare Act 2006.
- 3.2 This accessibility plan has regard to the following guidance and advice:
 - 3.2.1 The Equality Act 2010 and schools (DfE, June 2018);
 - 3.2.2 What equality law means for you as an education provider: schools (Equality and Human Rights Commission, April 2014).
- 3.3 The following School policies, procedures and resource materials are relevant to this accessibility plan:
 - 3.3.1 Equal Opportunities Policy;
 - 3.3.2 Disability policy;
 - 3.3.3 Special Educational Needs and Learning Difficulties Policy;

3.3.4 Risk Assessment Policy for pupil welfare;

3.3.5 Health and safety policy;

3.3.6 Relationships and Sex Education Policy

3.3.7 Admissions policy; and

3.3.8 School Prospectus.

4 **Publication and availability**

4.1 This accessibility plan is published on the School website.

4.2 This accessibility plan is available in hard copy on request.

4.3 This accessibility plan can be made available in large print or other accessible format if required.

5 **Definitions**

5.1 Where the following words or phrases are used in this policy:

5.1.1 References to the **Proprietor** are references to the Board of Governors.

6 **Responsibility statement and allocation of tasks**

6.1 The Proprietor has overall responsibility for all matters which are the subject of this accessibility plan.

6.2 To ensure the efficient discharge of its responsibilities under this accessibility plan, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the accessibility plan up to date and compliant with the law and best practice	Senior Deputy Head	As required, and at least termly
Monitoring the implementation of this accessibility plan	Senior Deputy Head	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to this accessibility plan	Senior Deputy Head	As required, and at least annually
Formal annual review	Headmaster	Annually

7 Increasing accessibility

7.1 The School plans, over time, to:

- 7.1.1 increase the extent to which disabled pupils can participate in the school's curriculum;
- 7.1.2 improve the physical environment of the School for the purpose of increasing the extent to which¹ disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school; and
- 7.1.3 improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

7.2 Attached are three action plans relating to the above. These will be reviewed as and when necessary. In preparing these action plans, the Headmaster has had regard to the need to allocate adequate resources for their implementation.

7.3 There will be a full review of the accessibility plan in July 2026 when a new accessibility plan will be produced to cover the next three years.

8 Welcoming and preparing for disabled pupils

8.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

8.2 Where the School agrees to provide additional services, such as learning support, charges may be made at a level that reasonably reflects the cost to the School of providing that service, unless such services are made as reasonable adjustments in accordance with the duty placed on schools by the Equality Act 2010 when such services may be provided as auxiliary aids and services.

8.3 In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.

8.4 In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

9 Training

9.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

9.2 The level and frequency of training depends on role of the individual member of staff.

9.3 The School maintains written records of all staff training.

¹ The delivery of such information will be made in a reasonable time and after taking into account disabled pupils' disabilities and preferences expressed by them and their parents

10 **Record keeping**

- 10.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 10.2 The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data.

11 **Version control**

Date of adoption of this plan	September 2023
Date of last review of this plan	September 2025
Date for next review of this plan	September 2026
Plan owner	KJB - Senior Deputy Head
Plan owner	Headmaster

Appendix 1 Increasing the extent to which disabled pupils can participate in the school curriculum

The curriculum in this context incorporates the academic curriculum and the co-curriculum.

In the academic year 2025-2026 Shrewsbury School currently has no pupils with a recorded learning disability on the school roll, nor any pupils with another recorded disability who cannot participate in the unadjusted academic school curriculum.

	Targets	Strategies	Outcome	Time frame	Goals achieved
Short term	Enable Learning Support staff and relevant co-curricular staff to increase their knowledge and understanding of needs of disabled pupils.	Training of Learning Support and co-curricular staff.	Staff confidence in providing appropriate teaching and support for disabled pupils.	Flexible approach to disabled pupils.	Disabled pupils can access a full range of co-curricular options. Learning Support staff are ready to support the needs of pupil(s) with a learning disability.
Medium term	In the case that a pupil with a learning disability is a prospective entrant, enable Heads of Faculty to increase their knowledge and understanding of needs of disabled pupils.	Training of Heads of Faculty.	Heads of Faculty adapt the academic curriculum to enable full access for disabled pupil(s)	Flexible approach to disabled pupils. One term lead in time.	Disabled pupil has full access to academic curriculum.
Long term	In the case that a pupil with a learning disability enters the School, enable classroom teachers to increase their knowledge and understanding of needs of disabled pupils.	Training teachers.	Teachers are trained to teach the adapted curriculum to disabled pupil(s).	Flexible approach to disabled pupils. One term lead in time.	Disabled pupil is taught full curriculum and achieves comparable value added exam results.

Appendix 2 Improving the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided and offered by the school

	Targets	Strategies	Outcome	Time frame	Goals achieved
Short term	Porthill and Radbrook sand-dressed and 3G astro 1) Disabled Parking Space 2) Level Threshold access	Complete and commission this on-going project	Accessible multi-use games area (MUGA)	September 2023	Improved access to MUGA
Short term	Queen Elizabeth Hall 1) Lift access and “Refuge points” 2) Level Threshold	Complete and commission this on-going project	Delivery of a further accessible girls’ house	September 2023	Improved access to girls’ house (including boarding facilities)
Medium term	Improve signage to disabled toilets and parking	Plan as part of signage project	Clearer sign-posting for disabled facilities	September 2024	Improved information about disabled facilities
Medium term	Level Threshold provision in Churchill’s Hall	Complete and commission this on-going project	Delivery of a further accessible boys’ house	September 2024	Improved access to boys’ house (including boarding facilities)
Long term	Level Threshold Access to School House	Complete and commission this on-going project	Delivery of a further accessible boys’ house	December 2024	Improved access to boys’ house (including boarding facilities)

Appendix 3 Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

	Targets	Strategies	Outcome	Time frame	Goals achieved
Short term	Ensuring availability of written material in alternative formats for prospective entrants.	Research sources of alternative formats, including costings.	The School could provide written information on alternative formats (e.g. audio format, large print, Braille)	Ongoing.	Delivery of information to prospective disabled pupils is improved.
Long term	Ensuring availability of written material in alternative formats for current pupils.	As needed, research sources of alternative formats, including costings.	If needed, the School could provide written information on alternative formats (e.g. audio format, large print, Braille)	Flexible approach to disabled pupils. One term lead in time.	Delivery of information to disabled pupils is improved.

Appendix 4 Recent accessibility completed works – Physical Access

Over the previous fifteen years, the following works were completed, among other more routine alterations to give access to the disabled:

- Construction of two boarding houses for boarding and day girls, including lift, WC for the disabled, bedsit accommodation for disabled pupils, corridor widths to allow access for two wheelchairs side-by-side.
- Three completely refurbished boys' boarding Houses, each including a bath and WC for the disabled and ground floor bedsit accommodation (most recently Riggs Hall in 2022).
- Wheelchair access into the school chapel, Oldham's Hall, the science faculty, Kingsland Hall and the Main School Building.
- WC installed (for the disabled) in the 18th century Main School Building.
- 25m six-lane swimming pool, including disabled access, WC for the disabled, deck-level pool entry.
- Sixth form common room, including WC for the disabled [and an access ramp constructed in 2016].
- Construction of a new classroom block [Hodgson Hall] in 2015 compliant with requirements regarding access for the disabled.
- Renovation of 1960s classroom block, The Chatri Centre, completed in 2016 (this involved improvement of access for the disabled).
- Refurbishment and development of the Barnes Theatre (2020), including disabled access.
- Improved wheelchair access to the main entrance of Alington Hall in 2020.
- Construction of additional boarding house for boarding and day girls (2023), including lift, WC for the disabled, bedsit accommodation for disabled pupils, corridor widths to allow access for two wheelchairs side-by-side.