



3 Year School Accessibility Plan November 2016 – November 2019

3-year period covered: 1 November 2016 – 1 November 2019

Plan agreed: 5 October 2016

Plan first reviewed: May 2018

Date of second review: October 2019

Lead member of staff: Amanda Jenkins (SENCO)

Under the Equality Act 2010, the School has a responsibility:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled people, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

3-year School Accessibility Plan
Updated: Headmaster/SENCO – October 2016
To be reviewed: Headmaster/SENCO – October 2019



This plan sets out the proposals of the Governing Body of the School to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act 2010:

1. increasing the extent to which disabled pupils can participate in the School curriculum;
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 the education and benefits, facilities or services provided or offered by the school.
3. Improving the delivery to disabled pupils, of information which is provided in writing, for pupils who are not disabled.

THE SCHOOL'S CONTEXT

We are a co-educational, independent school for children from 2 – 13 years. The school is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the school. We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their ethnicity, age, disability, gender or background.

We acknowledge that there may be times when this is impossible or inappropriate, despite our best wishes or best efforts.

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, or had any external assessments, for example, by an Educational Psychologist, or have any disability or other condition of which the school should be aware. The school will be sensitive to any issues of confidentiality.

It is a requirement that the School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

WE ARE WORKING WITHIN A NATIONAL FRAMEWORK FOR EDUCATIONAL INCLUSION PROVIDED BY:

- Education Act 1996
- The Disability Discrimination Act (amended for schools 2001) and the Equality Act 2010
- The SEN Revised Code of Practice 2014
- ISI INSPECTION

3-year School Accessibility Plan

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THE PRIORITIES FOR THE ACCESSIBILITY PLAN FOR OUR SCHOOL WERE IDENTIFIED BY A PLANNING GROUP WHO CONSISTED OF:

- HEADMASTER
- ESTATES MANAGER/HEALTH AND SAFETY OFFICER
- SENCO
- BURSAR

Attached is a set of action plans showing how the School will address the priorities identified in the Plan.

THE MAIN PRIORITIES IN THE SCHOOL'S PLAN

Increasing the extent to which disabled pupils can partake in the school curriculum

- Setting
- Differentiation
- Classroom assistant group support in Prep. Class withdrawal group work in Pre-prep.
- Individual learning support lessons delivered by qualified specialists.
- Individual Needs Profiles provided for staff, recommending specific classroom strategies for individual learning needs.
- Equipment and resources provided (via Learning Support Department) for pupils with specific needs in the classroom.
- Extra time in formal and informal examinations for those with evidence of need (and complying with JCQ regulations).
- First Aid training – compulsory for all teaching staff and teaching assistants – and National Lifesaving Society Lifesaving qualifications for those teaching swimming, includes instruction relating to epilepsy.
- Annual review of policies concerning bullying as well as physical and psychological welfare is undertaken.
- Provision of Reader, Scribe and Prompter in formal and informal exams.
- Laptop usage for lessons and examinations for those needing this facility *(see below)
- All pupils encouraged to take part in music, drama and physical activities.
- All pupils included in school trips, special events and extra-curricular activities.
- Communication with SENCO regarding pupil concerns at any time, with immediate follow-up and action plan.
- Maintaining awareness of the 2014 SEND Code of Practice for Staff (including new staff).
- Providing access to the Learning Support List and SEND Register for recognition of pupils with individual needs throughout the school.



- Arranging referrals to external practitioners such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Behavioural Optometrists, Autism Specialists and CAHMS/NHS.
- On-site provision of Speech and Language Therapy and Occupational Therapy.
- INSET attendance by SENCO to keep up-to-date with current thinking and best practice.
- INSET arrangements for staff training on individual needs, e.g. autism, dyslexia, dyspraxia.

All of the above is in place and ongoing.

In September 2016, an additional teacher was designated to teach the weaker maths cohort in Year 6, providing more individualised attention for the pupils' needs. This is already proving successful.

****Ref: previous Plan 2013-2016/Physical access/i-pads. This idea was discontinued in favour of the greater benefit of the laptop facility, which is working successfully for all those in need. The laptop management and typing skills are also carried on to future schools.***

FUTURE CONSIDERATIONS DURING THE DURATION OF THIS 3-YEAR PLAN:

- Resumption of the provision of an Independent Listener for the boarding house pupils.
This is now in place as from September 2016.
- Provide access to, and/or guidance for, the use of Speech to Text software, particularly in examinations, for pupils at a significant disadvantage in the production of written expression by physical means.
Research into suitable programs is currently taking place by SENCO
- Arrangement of staff INSET training for Mental Health/Anxiety issues in schools today.
To be arranged as part of the Staff inset program by the SENCO
- Provision of daily 1:1 support by a specialist teacher for pre-prep pupils who are dyslexic and/or are very weak learners.
This provision is now in place and will begin in September 2017



- Other issues that arise within the duration of this plan.
Any issue will be attended to as need arises.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

FUTURE CONSIDERATIONS DURING THE DURATION OF THIS 3-YEAR PLAN:

- Recognised and established site route for wheel chair access and egress as well as amenities. **(By May 2017)**
- Traffic zoning for car park accessibility, both signage for parking and access routes to buildings. **(Ongoing)**
- Adapt boarding house, target with sound loops in common areas, beacon fire alarm sounders to all rooms and common parts, create a disabled toilet/shower room. **(By May 2017)**
- Adapt main entrance door to press button opening. (Main entrance Stage 1). then identified doors on an annual roll out.
(Stage 1 complete, feasibility plan to be conducted for extra doors by Jan 2018)
- Ground floor main house create a disabled toilet. (These currently exist within the classroom block, boys changing room , swimming pool and pavilion) **(Feasibility plan to be conducted)**
- As part of fire evacuation set up, a buddy system should be structured.
- Ensure we have an adapted mini bus with prioritised booking and training for staff to use it. **(By Jan 2017)**
- Improve classroom door access on a rolling program. **(Ongoing)**
- Increase disabled access to boarding house and clear defined route within Boarding house. **(Feasibility plan to be conducted)**



- Sanatorium daytime surgery location, evaluate a ground floor location, this will help with everyday mobility injuries and access.
- Improve wheel chair access to Theatre stage. **(By May 2017)**
- Reduce dining room noise. **(By Sept 2018)**
- Improve disabled access to Pre-Prep. **(By Jan 2017)**

Improving the delivery of information that is provided in writing, to disabled pupils.

- Handouts should be used rather than written on the board.
- Larger print fonts.
- Pictorial cards for timetabling.
- Differentiated worksheets/simplified language.
- Wider lined exercise books and paper.
- Coloured overlays.

All of the above is in place and on-going.

FUTURE CONSIDERATIONS DURING THE DURATION OF THIS 3-YEAR PLAN.

- Other issues that arise within the duration of this plan will be discussed and suitable arrangements put in place after consultation with SENCO

MAKING IT HAPPEN

Management, coordination and implementation

- Full consultation with relevant staff

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- Regular (at least annual) review of plan
- Timescales for implementation regarded within the three-year plan, or sooner
- Refer also to: SEND and Health and Safety Policies

Getting hold of the school's plan

- The Accessibility Statement is available on the school website

