

## Disability and Accessibility Plan

<b>Written by:</b>	DQ October 2017
<b>Revised by:</b>	JM June 2018
<b>Reviewed by:</b>	BM, LK, SV, MW
<b>Applicable to:</b>	All staff and governors
<b>For review:</b>	June 2019

The Disability Discrimination Act 1995 (DDA), as amended by the Special Educational Needs and Disability Act 2001 (SENDA) places a legal requirement on all schools to increase accessibility for disabled pupils. The following policy is our response to this requirement for 2016-2019.

Admission to Slindon College depends upon a prospective pupil or student meeting the criteria required to maintain and, if possible, to improve the educational and general standards for all its pupils commensurate with the ethos to which the school aspires. We must also feel reasonably sure that it will be able to educate and develop the child to the best of his potential and in line with the general standards achieved by the his peers, so that there is every chance that the boy will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded young man. These criteria must continue to be met throughout a boy's time at the school.

The school's policy is to apply these criteria to all pupils and students and potential pupils or students regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil/student or potential pupil/student at a substantial disadvantage compared to any pupil/student who is not disadvantaged because of his disability.

Slindon College asks parents to declare any disability in respect of a prospective child at the time of application. In assessing any pupil/student or prospective pupil/student the school may take such advice and require such assessments as it regards as appropriate. Subject to this, the school will be sensitive to any requests of confidentiality.

One of the obvious problems which the school has (in common with many other schools) is its lay-out which covers a wide area and consists of a number of separate, and some historic and listed buildings of several stories and without lifts, which have grown since the school was founded. Another is the system, again common to many schools, of having classrooms for several subjects, based on the valid ground of having the facilities for the subject in one place. This requires pupils and students to go from classroom to classroom in some instances, often up steps or stairs in buildings without lifts. The boarding facilities pose similar problems in a greater degree. It is not hard to conclude that any boy with impaired mobility is going to be put

at a disadvantage by these problems, if not prohibited altogether from access to some or all of the educational and other facilities the school offers. Nor can these matters be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features of the school at prohibitive cost. Even the fruition of long term plans can only go some way to ameliorate the position.

The Governors set up a committee which, together with school staff, was tasked with reviewing current school facilities and with recommending future development to the Governing Body.

This review included the need to:

(i) review the school's facilities as they are likely to affect pupils and prospective pupils who are disabled;

(ii) Make recommendations with a view to improving the accessibility of its education in its many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future.

(iii) Develop a 3 year accessibility plan to increase the extent to which disabled pupils (including those with SEN) can participate in the school's curriculum, improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled and improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. The conclusions and plans are detailed below and all items are continually under review and so timescales are not definitive.

The plans and policies arising are reviewed annually.

## **Admissions**

The school's admissions policy, tests and procedures (including access to scholarships and bursaries) are reviewed regularly. Parents of prospective pupils/students are given the opportunity to provide details of the nature and effect of any disability which may require consideration of any adjustments which might need to be made.

## **Physical lay-out of the School and its boarding facilities**

These areas have been considered and the following problems have been identified:

- The main school buildings; i.e. Slindon House, the Dairy, the Conservatory and the AEN building are historic and listed. Slindon House has several floors and staircases and in which there are no lifts. Due to the nature and design of this building there is no scope for the major alterations required to obviate the disadvantage which would be caused to pupils with impaired mobility.

- Due to the historic nature of our buildings our landlords, the National Trust, have refused to allow us to build alternative classrooms on the school grounds to remove this issue of accessibility.

## **Education**

The school has considered the problems of physical access caused by the need to have certain subjects taught in a fixed classroom. The school has also considered the difficulties of "access" to education for those with specified types of disability, e.g. sight or hearing impairment, dyslexia, hay fever, eczema, asthma, food allergies, migraine, speech impairment, physical disability, special needs, etc. Each case is considered on its own merits and every effort is made to accommodate the needs of the individual within reasonable parameters with particular regard to all aspects of safety.

## **Recreational Activities**

The school has considered the difficulties associated with access to recreational activities in the school. The primary obstacle revolves around the difficulty which would be experienced by those with impaired mobility given the physical layout of the school. The majority of recreational facilities, however, are accessible.

## **Sporting Education and Facilities**

The school has considered the difficulties associated with access to sporting activities in the school. The majority of such activities take place on the school's playing fields which are accessible. The additional supervision required both in transit and during the main school sports activities is unable to be provided. The school minibuses have not been adapted for disabled boys. The next bus to be replaced could be so adapted if required.

## **Welfare**

The school has considered the difficulties which might arise for specified types of disability. It has concluded that unless a child was severely disabled, systems could be put in place in the school to enable welfare issues to be addressed.

## **Awareness and Observance of the Policy**

The school promotes a culture of openness and fairness to all. Machinery exists for regular talks and discussions among both staff and boys on the subject of equality and non-discrimination. Each form composes and regularly reviews its own policy on personal relations. Staff meetings regularly emphasise the importance of treating all fairly and with particular attention to individual needs.

## Accessibility Action Plan

Schedule 10 of the Equality Act 2010 requires schools to have a three year accessibility plan which is regularly reviewed and revised as necessary. The definition of disability for this plan is: A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities. The following has been carefully considered by the school's Senior Leadership Team and are regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular/enrichment activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The results of Slindon College's audit and continuous monitoring of the above has informed the action plan in appendix 1 which relates to the following three areas:

1. Increasing the extent to which disabled boys (including those with learning difficulties) can participate in the school's curriculum,
2. Improving the provision to disabled boys of information which is already in writing for pupils who are not disabled,
3. Improving the physical environment of the school in order to increase the extent to which disabled boys are able to take advantage of education and associated services offered by the school.

<b>Monitoring by:</b>	See Action plan in Appendix 1
<b>Evidenced by:</b>	See Action plan in Appendix 1
Policies are subject to continuous monitoring, refinement and audit by SLT. The Chairman of Governors undertakes an annual review of policies and of the efficiency with which the related duties have been discharged by the date stated or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.	

## Appendix 1 - Accessibility plan up to 2020

Action	Area	By Whom	When	Monitoring	Results to	Success Criteria
Review signage around the school	1 2	SENCO Bursar Boarding	ongoing	Head	Deputy Head	Signage clear for all boys, parents, staff and visitors
Continue the development of a wireless system in the school	1	ICT Network manager Deputy Head Assistant Head	ongoing	Head	Chair of the Curriculum Committee	Wireless system is robust enough to use with individual devices across the school
Review the accessibility of the curriculum for SEND boys and identify areas for further improvement	1	SENCO Deputy Head Assistant Head	ongoing	Head	Chair of the Curriculum Committee	All boys have appropriate access to the curriculum regardless of their disability
Monitor how effectively work is matched to individuals needs and identify needs for staff training	1	SENCO Deputy Head Assistant Head	ongoing	Head	Chair of the Curriculum Committee	Teaching and learning is matched to individual needs
Staff training in differentiation for pupils with additional needs	1	SENCO External training provider	ongoing	Head	Chair of the Curriculum Committee	Staff understand how to differentiate for pupils at all levels
Staff regularly updated on managing SEND in the classroom	1	SENCO	ongoing	Head	Chair of the Curriculum Committee	Teachers are incorporating these in to their daily practice
Regular INSET to meet individual pupils needs in	1 3	SENCO Deputy Head	ongoing	Head	Chair of the Curriculum	Staff are up to date with the needs of all the boys they teach or support

the school		Assistant Head			Committee	
Governors to be aware of boys with disability or learning support issues and how they successfully access the curriculum	1 3	SENCO Deputy Head Assistant Head	Annually	Head	Chair of Governors	Governors aware of the needs of the boys in the school and how they are being met
Investigate ICT hardware / software that supports all boy's learning	1	ICT Network manager Head of ICT Deputy Head Assistant Head	ongoing	Head	Chair of the Curriculum Committee	Appropriate hardware that supports the curriculum being used by all staff
Information on disabled access and facilities on website and in printed form	2	Bursar	2018/ 2019	Head	Chair of Governors	Appropriate literature available
Statement to accompany all school literature to the effect that a large print version is available by contacting the school	2	Bursar	2018/ 2019	Head	Chair of Governors	Website will reference this
Review access to all existing buildings	3	Bursar	2018/ 2019	Head	Chair of Governors	All building access to be compliant if possible due to restrictions of building etc.
New Primary school areas designed to be access compliant (for disabled pupil access)	3	Bursar	2018/ 2020	Head	Chair of Governors	New primary school buildings access compliant
New Primary school areas to have washing / toilet facilities for boys with	3	Premises Committee	2018/ 2020	Head	Chair of Governors	New buildings have appropriate facilities for boys with physical disabilities

physical disabilities						
Review of Health and Safety issues and risk assessments for school trips - support boys with difficulties	3	All staff	ongoing	Bursar Head	Chair of Governors	Reasonable access to trips/visits/for boys with physical difficulties
Investigate the possibility and implementation of a hearing loop in different areas of the school	3	SENCO ICT Network manager		Bursar Head	Governors	Fitted in areas where possible
Audit for access to physical activities for all pupils	3	Head of PE OT	2018/ 2019	Deputy Head	Head	All pupils can access appropriate forms of physical activity