



Walhampton

Accessibility Plan and Policy

Drafted by: Bursar
Approved by: Head
Approval date: April 2018
Next review date: October 2020
ISI Policy Nos.:

Introduction

Walhampton has policies on the following that support the school's Accessibility Policy:

- SEND Policy
- Admissions Policy
- English as an Additional Language Policy

The Accessibility Policy has been written in reference to the Equality Act 2010 and the Children and Families Act 2014.

Admissions and pupils with disabilities, SEND and learning difficulties

The school welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The Governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life. Treating every child as an individual is important. Pupils with physical disabilities are welcome and those whose disabilities, Special Educational Needs & Disability (SEND) and learning difficulties are suited to the curriculum, are also welcome provided that the Learning Support Department can provide them with the help and support that they may require.

We do not discriminate in any way regarding entry. Pupils with specific diagnosed, or assessed learning needs, in or out of the classroom, can be supported in a variety of ways. We welcome pupils with learning needs, providing that our Learning Support departments can, with reasonable adjustment, offer them the support that they require and whether the support that we provide will allow them to cope with our curriculum and the daily routine of school. We welcome pupils with physical disabilities provided that our site can, with reasonable adjustments, accommodate them. We acknowledge that the physical constraints of our Grade II* listed building and grounds can sometimes make it difficult for those with physical disabilities to move around the site. The school is committed to working towards eliminating disadvantages for these pupils. We aim to improve

accessibility to the curriculum, to written material and to all school premises for such pupils through the implementation and ongoing development of this policy.

Assessment Process

The school's assessment process is described in its Admissions Policy. Applications from all who have the ability and aptitude to access our curriculum are welcome. Parents of children with SEND are advised to discuss their child's requirements with the Admissions Registrar before they begin the admissions and assessment process so that adequate provision can be made for them during the process. Parents are asked to provide copies of medical reports, Educational Psychologists' and other reports to support their request for any special arrangements

Before entry

Each pupil with SEND requires special consideration and treatment. If appropriate adjustments need to be put in place, they will be discussed thoroughly with parents and their medical advisers, including adjustments that can reasonably be made to the curricular and extra-curricular activities before their child becomes a pupil at the school.

Barriers to learning

The School recognises that social, emotional and behavioural barriers to learning can be associated with some disabilities. Mental illness or learning difficulties can cause behavioural issues. The school aims to work together with families to overcome or minimise these as far as is possible. We also recognise that some disabled pupils may also require specialist support from our Learning Support Department, and would discuss this with parents during the admissions process and before their child enters the school.

Physical accessibility

The school's accessibility plan is set out at Annex A. This shows how the buildings have been made progressively more accessible to disabled staff, pupils, disabled parents and visitors, and sets out the school's plans for further improvement. The school has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its buildings, different sites and resources.

Other Adjustments

The school recognises its obligations under the Equality Act 2010 to make reasonable adjustments to ensure that disabled pupils and applicants are not put at a substantial disadvantage by comparison with pupils and applicants who are not disabled. Our approach is summarised at Annex B.

On Entry

During the admissions process, we will discuss with parents of those children with

disabilities and learning difficulties and, if required their medical or educational advisers, any reasonable adjustments that can be made for their child prior to their entry into the school. The school will do its best to ensure that the necessary provisions and preparations are made before the child starts. In the case of the emergence of a disability or a learning need during a child's time at the school, provision will be made as soon as is reasonably possible. If it is felt that the school can no longer provide for the educational needs of the child, then parents will be given every support and advice in seeking an alternative educational establishment for their child.

Teaching and Learning - The learning support department

The school has a Learning Support department staffed by teachers with qualifications in teaching children with specific learning difficulties. Children with learning difficulties are welcomed in the school so long as they can access the curriculum without highly intensive support. We are often able to support, for example, children with Dyslexia, mild Development Coordination Disorder, and may be able to support children with Autistic Spectrum Disorder and ADHD. Pupils with mild/moderate Speech and Language difficulties can also be accommodated. The learning support team ensures that all necessary information is available for teaching staff and liaises about classroom strategies and appropriate provision.

Walhampton firmly believes in developing a strong partnership with parents and that this enables pupils to develop their potential. The school recognises that parents have a unique overview of the pupil's needs and this makes them valued partners in the process of deciding provision.

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND pupils. When it is considered necessary and in discussion with parents, experts may be involved; these might include: educational psychologists, speech and language therapists, occupational therapists, behavioural optometrists and medical practitioners.

English as an additional language

In order to cope with the academic and social demands at the school, pupils need to be strong English speakers and possess written English skills appropriate to their age and the level of the curriculum in which they will be expected to engage. The school may recommend that some children, whose first language at home is not English, receive individual tuition in English as an additional language. Please see the School's EAL policy for further details.

Staff Training

All staff are given regular training on working with SEND. This typically focuses on helping each child to effectively develop their potential, and the appropriate adjustments that can give full access to the curriculum. Teachers are trained to differentiate within the curriculum and to take into account pupils' learning difficulties (as well as the needs of gifted and talented pupils). Training is tailored to reflect the needs of children who are being supported. Outside speakers also provide INSET on learning difficulties such as Autism and working memory difficulties.

Annex A - Walhampton accessibility plan - meeting the evolving physical and other access requirements of pupils, staff and visitors with special needs

Policy Review

In the autumn term of 2018 the school established an Accessibility Review Committee that consists of the Head, Head of Pre-Prep, the Registrar, Head of LSU and the Bursar, and other members of the School Management Committee. It may co-opt additional members whose expertise in any field would be of assistance (i.e. professional advisers such as architects, Quantity Surveyors, doctors etc.). Meetings will normally be subsumed into Senior Leadership Team meetings when all are present anyway. By this means, the Head will also keep the whole issue under informal review on a regular basis.

The committee's terms of reference are:

- to review and develop all the school's policies, procedures and facilities as they are likely to affect current and prospective pupils who are disabled;
- to recommend new policies and procedures with a view to improving accessibility in its many aspects to current or prospective pupils with disabilities or learning needs by means of reasonable adjustments and by planning for the future;
- to review such plans and policies as necessary, and at least every two years, and to update as necessary;
- to instigate a programme of training for all staff and to monitor and evaluate that training.

Physical Accessibility

The school regularly reviews and takes steps to improve the physical environment, and accessibility forms a major part of all new building and facility proposals.

Other adjustments

We provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience. We are able, depending on need, to arrange for children to use laptops in classes, and, for example, for large print documents to be given to those with impaired vision. Menus are devised for children with special dietary requirements. Appendix 2 sets out the current action plan in this respect.

Monitoring and Reporting

Progress against the action plans to improve physical accessibility and make other adjustments to improve accessibility are reported at Governors Meetings through routine estates reports and the Head's termly reports.

PHYSICAL MEASURES TAKEN TO ENHANCE ACCESSIBILITY SINCE 2016

Completed works

Activity	Date of Action
Improved access to grounds for EYFS	2018
New LSU room in Pre-Prep	2018
A disabled toilet in Prep department	2017
Identify all children with SEND requiring use of laptop for work.	2017
Rationalisation of classroom use and pedestrian flow so that pupils do not have so far to travel between lessons	2016/17
Improved Parking area in Pre-Prep by the replacement of loose gravel paths with compacted gravel, making for better wheel chair access.	2016
Created a proper disabled/priority parking space at the Prep and Pre-Prep site	2015

Future works

Priority (What is to be achieved)	Activity (how it will be achieved)	Timescale	Completion criteria
Safely evacuating a disabled person manually when automated systems are not an option	Evac Chairs for use in the event of a fire from 1st and 2nd floor. A policy put into place for the location and training given into their use, initially hired when required in the event of a disabled visitor or purchased if needed by staff or student	2019	Policy document published with all relevant details.
Ease of access for visitors or students	Full disabled access map to all building areas showing routes and location of relevant obstructions to avoid.	2018	Agreed by OD and published.
Increase unaided access	Access ramp for Pre-Prep	2019	BB to purchase
Allow those with poor hearing to be alerted to an alarm sounding	Initial project at both Pre-Prep and Prep to install visual alarm flashers in addition to sounders for communal areas & high background noise areas	2020/2021	Facilities manager getting costs and details to be collated and presented to OD
Allow disabled students a facility to access learning	Create a policy for making sure disabled students have access to a facility giving the LSU team a space	2019/2020	In consultation with LSU team.

support	to offer specialised support.		
Increase unaided access	Feasibility study at both sites and costing for implementation of ramps & access equipment to areas currently inaccessible to any wheelchair user.	2020/2021	Costs and details collated and presented to OD.
Any new buildings will meet relevant legal requirements and standards for disabled access.	This will be included into the future plans of any new buildings	2019	In consultation with Head and Development committee

Ongoing actions

Priority (i.e. what we are hoping to achieve)	Action Required (including necessary resources)	Success Criteria	Timescale (i.e. when the outcome will be achieved)	Responsible Person (s)
Identify all children and staff who may require enhanced printed material due to impaired eyesight.	Ensure parents inform School. Tutor to inform Learning Support (LS) Health Centre involvement. LS Dept. to identify through Ed. Psych. Reports or vision specialists / paediatricians.	LS Dept. parents and Medical Centre satisfied that all relevant children are appropriately supported.	Ongoing.	Head of LSU. SENCO Pre-Prep Medical Centre School Secretaries or Admin for photocopying or reproduction.

Identify all children and staff who may require enhanced hearing facilities due to impaired hearing.	Assess need when appropriate and discuss with school doctor/GP and parents. LSU Dept. to identify through Ed. Psych.Reports.	LSU Dept., parents and Medical Centre satisfied that all relevant children are appropriately supported.	Ongoing. Speech Language & Communication Specialists	Head of LSU SENCO Pre-Prep Medical Centre and Speech Language & Communication Specialists
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Identify all children and staff who may require disabled access due to lack of mobility.	Assess need when appropriate and discuss with school doctor/ GP/ and parents. Continued improvement of access as outlined in Annex A.	Parents and Medical Centre satisfied that all relevant children are appropriately supported	Ongoing.	OD & Facilities Manager
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Identify all children who have SEND. Differentiate the curriculum so that all pupils can participate in the School curriculum. September 2018.	Identify through tracking and class teacher referral.	Children able to access the curriculum.	Ongoing	Head of LSU. SENCO at Pre-Prep HoD. DoS
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Identify all children who are falling behind the expected levels of development (including EYFS)	Identify through collaboration with and observations by LSU dept and SL&C specialists and class teachers and by tracking of development in all areas of learning, assessment by external professional and GL assessment	Children getting the support they need to access the curriculum	Ongoing	DoS, Head of LSU, Head of Pre-Prep, Pre-Prep SENCO, Prep and Pre-Prep staff
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2016-17

- To share effective strategies between LSU team and HoDs
- To improve the communication with the pastoral team through more regular meetings between Head of LSU and Pastoral Team

2017-18

- To improve the recording and sharing of the pupil's voice using a Pupil Passport on 3SYS or Google Docs.
- Improve provision for Pre-Prep children with Speech, Language & Communication difficulties

ANNEX B - REASONABLE ADJUSTMENTS FOR DISABLED PUPILS

Walhampton seeks to ensure that disabled pupils and applicants are not put at a substantial disadvantage:

- by making reasonable adjustments to our policies, admissions criteria and practices (ie the way we do things); and
- by providing auxiliary aids and services (ie additional support or assistance).

There is no standard definition of an auxiliary aid or service but examples include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- readers;

As part of our admissions process, and as part of our on-going review of all pupils with disabilities and learning needs who have joined the school, we will consider with parents whether there are any adjustments we could make to overcome any substantial disadvantage suffered by a disabled applicant or pupil. In some cases, the school will be able to agree to and implement requested adjustments as soon as possible. In other cases, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the pupil or applicant is suffering and what measures it is reasonable for the school to take. In these cases, the school may seek input from teachers, other experts (such as doctors and/or educational psychologists), parents and the child in question.

When considering whether it would be reasonable to make the adjustment, the school will consider factors, which might include:

- whether it would overcome the substantial disadvantage the child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- the school's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other pupils (and prospective pupils).

Parents may request that the school treat the existence or nature of a child's disability as confidential. We will take any such request into account when considering whether an adjustment is reasonable. Once the school has determined whether the relevant adjustment is reasonable, we will write to parents, setting out the decision and the reasons.