



ACCESSIBILITY POLICY AND PLAN

This policy applies to all children including those within EYFS, as well as parents and staff.

Changes to the policy since last version

Effective June 2018

St Hugh's School ('the School') aims to offer the highest quality of teaching and learning and support for all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an Admissions Policy and criteria (available to view on our website) which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to provide a welcoming environment and accept children from all backgrounds and with a range of academic abilities.

The School regularly reviews and takes steps to improve 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. For example, recently we have provided a disabled lift in the new teaching block to ensure that it will be accessible to all pupils.

We provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience. For example, we provide a range of support materials and equipment for those pupils with special educational needs and/or disabilities.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of in-depth training

designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of equality and equal opportunity for all are portrayed in teaching materials.

Context

From time to time the number of pupils requiring additional facilities or help to access the School (including the curriculum) may vary. We always seek to ensure that their needs are met in full, subject always to the School's obligations under the Equality Act 2010. Pupils with Individual Education Plans (IEP) are monitored continually to assess progress relating to their IEP targets.

The School has an **Education, Welfare and Compliance (EWC) Committee** which consists of Governors and members of the Senior Leadership Team (SLT) and which also co-opts additional members whose expertise would be of assistance. The Committee's terms of reference are to review all school policies and other aspects of compliance (including procedures and facilities) as they are likely to affect pupils and prospective pupils who are disabled. All members of the school community are encouraged to make recommendations with a view to improving the accessibility of its education for pupils or prospective pupils with disabilities. The School also has a separate SEND Policy. All plans and policies are routinely reviewed to ensure that they remain up to date.

Aims of the School's Accessibility Plan

The School acknowledges its duty towards both pupils, staff, parents, Governors and members of the wider community who have a disability. This accessibility plan is monitored regularly and is reviewed periodically by the governing body. A new plan will be drawn up every three years.

The School's Accessibility Plan will contain relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- 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, and

- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Below is the School's action plan relating to these key aspects of accessibility. This plan should be read in conjunction with the School's Admissions Policy and Special Educational Needs Disabilities Policy.

1. The School accepts children from all backgrounds and a range of academic abilities and the Admission Policy is set out in the prospectus and school website.
2. The School asks parents to complete a Registration Form in order to register an interest in a place at the School, which requires parents to disclose any disability, special educational needs or medical conditions so that the School can make any reasonable adjustments needed to the admissions process. The parents may also be required to submit further information relating to any special circumstances affecting their child in order for the School to make a fair assessment.
3. In assessing any pupil or prospective pupil the School may take such advice and require such assessments as it deems appropriate in order to make a fair assessment.
4. The School will be sensitive to any issues of confidentiality.
5. Where it is practical to make reasonable adjustments based upon the information given and advice received, to enable a prospective pupil to take up a place at the School, the School is committed to providing such reasonable adjustments.
6. Where the School agrees to provide reasonable adjustments no additional charge will usually be made for these.
7. Parents may apply to the School for financial assistance via the bursary scheme, which is means tested on an annual basis for each recipient.

Background to the Accessibility Plan

The Accessibility Plan needs to be considered in the context of the School grounds and buildings:

1. The School stands in its own extensive grounds at the end of a private drive and consists of a Listed Building (a Jacobean Manor House) with associated buildings and several new teaching blocks. A pupil with severely restricted mobility may therefore find it difficult to access some or all of the educational and recreational facilities that the School offers. The School's Accessibility Plan aims to improve access to the School's physical environment for those with a disability, within the limits of planning and budgetary constraints.
2. There is easy wheelchair access to the ground floor rooms in all the main parts of the School. However, on the second and third floors of the older buildings this is not possible. It would be impractical to try to provide lift access in the house due to the layout of the building and corridors and possible serious objections to structural alterations to a listed building from English Heritage and other such bodies.
3. There is wheelchair access for any disabled parent needing to visit the Bursary or meet with any of the teaching staff.
4. There is wheelchair access to most specialist teaching rooms, including all physical education and meeting areas.
5. The games fields, swimming pool, tennis courts and playgrounds are all located adjacent to the main buildings and are easily accessible for all pupils, staff and parents.
6. The School recognises and accepts the need to make all reasonable provisions for the admission of any prospective pupils, parents or staff who are disabled. At the present time, the School has pupils with Aspergers Syndrome, Food Allergies, Dyslexia, Epilepsy, Dyspraxia, Attention Deficit Disorder, and those who need access to an EpiPen, as well as those who have impairments in hearing, speech, sight and physical movement. The School recognises not all those with learning support needs have a disability but ensures that provision is made for those children with learning support needs. For example, in terms of teaching support and the allowance of extra time and readers in examinations, and, where required, by the use of such aids as laptop computers. (See SEND Policy.)

General

The School will:

1. Review this action plan at least annually to monitor and evaluate:
 - The effectiveness of any action taken the previous year.
 - Any relevant targets for the next School year.
 - Its response to any further legislative changes.
 - Reasonable requests made by disabled pupils, parents or staff.
2. The School will make a log of all reasonable adjustments made for an individual pupil and it will be made available as appropriate.
3. Look at further ways of improving the provision of information to disabled pupils (such as having audio versions of documents, using a reader, having a computer available and scribe). See the action plan below for further details.

Conclusion

The School takes its duty of care to all pupils very seriously. Within the constraints of making structural alterations to a listed building, we always endeavour to provide access for pupils, parents or staff with mobility disabilities as far as is reasonably possible and will always respond to any reasonable request for improvement to the facilities. Provision is already in place, and will be annually reviewed, to meet the needs of pupils with SEN and/or disabilities. We believe the steps detailed in this document will clearly show we are meeting our obligations under the Equality Act 2010.

Action Plan

Below is the School's action plan relating to these key aspects of accessibility. This plan will be reviewed on an annual basis and a new plan will be drawn up every three years.

The School's governors are accountable for ensuring the implementation and review of this accessibility plan during the period to which it relates.

The following have been carefully considered by the SLT and reviewed periodically by the Compliance Review Committee:

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

The results of the School audit and continuous monitoring of the above has informed the action plan below:

Improving access to the physical environment

	Targets	Actions	Time scale	Responsibility	Outcomes
Short Term	The School will ensure that access to school buildings are accessible to pupils with a physical disability, for example, via portable ramps.	<p>Review access to identify areas where ramps may be of benefit</p> <p>Provisional plans are in place. Priority in timetabling would be given to any class containing a pupil with mobility disabilities. Pupils with relevant disabilities will, where practical, be catered for in the following ways: In the event of a Year 5-8 child/teacher having serious, long term, mobility disabilities, the school would consider options to house the class in a ground floor classroom, for that school year, where wheelchair access is comparatively easy to provide.</p>	Ongoing	Estate manager/ Hd Curriculum	<p>Identify areas that require ramps and get quotes for provision.</p> <p>New Ramp to improve access to nursery was completed in July 2017.</p> <p>Ramp for PP carpark entrance completed Easter 2020</p> <p>Portable ramps have been purchased to aid access through the orangery.</p>
	<p>The School will endeavour to make newly constructed buildings fully accessible to disabled pupils, when these facilities are not available in alternate locations.</p> <p>All conversions to existing areas of the School that sit outside the scope of the Act will include disabled access consideration.</p>	Any future changes to the Manor (Ground Floor) layout and the Sports Hall will consider disabled access.	Ongoing	Bursar	<p>Access to the new Music Center, Medical Center, Dovecote conversion and Changing Rooms/Swimming pool includes level access routes and disabled WCs.</p> <p>The classrooms above the sports hall changing rooms can be made accessible in the future if required. Access is 'fitted for' but 'not with' a lift, as these</p>

					facilities are available at other locations in the school.
	All new equipment purchased for teaching will be considered as to its suitability of use by disabled pupils. Every reasonable effort will be made to purchase equipment that meets the needs of such pupils in a better way than any existing equipment it replaces.	Ensure staff are aware of policy	Ongoing	Bursar	IWBs replaced with touch screens for September 2021 to improve image quality for those with visual acuity issues.
Medium Term	The School will undertake a bi-annual fire safety risk assessment. As part of the assessment the School will ensure disabled access is a key consideration and that every reasonable effort will be made to improve access for disabled pupils.	Fire risk assessments are carried out and full reports are provided to Board of Governors.	complete 17 Feb 2020.	External Contractor / Bursar	All fire risk assessments completed and issues actioned during Easter 2020. [Facilities provided are of the required standards. See the completed risk assessments for further information.]
	Review the toilet facilities for disabled pupils, staff and visitors to ensure they are accessible for those with a disability.	Ascertain whether current toilets may be converted/adapted. Obtain estimates and conduct feasibility survey.		Health and Safety Committee	Access to the new Music Center, Medical Center, Dovecote conversion and Changing Rooms/Swimming pool includes level access routes and disabled WCs
Long Term	Investigate the use of and installations of portable hearing loops	Conduct a survey to identify needs. Obtain estimates and conduct feasibility survey.		Health and Safety Committee	Quotation to be obtained and presented to SLT.

Improving access to the curriculum

	Targets	Actions	Timescale	Responsibility	Outcomes
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Short Term	Gather information regarding pupils with specifically identified learning needs prior to arrival at the School. This information to be confidentially obtained on the Registration Form and discussed with parents as appropriate, prior to the pupil starting at the School.	The Head of Learning Support will be asked by the admissions team to provide advice and talk to prospective parents as required.	Current	Hd LS	SEN folders kept by Registrars and Hd LS.
	Purchase of Claroread to enable text to speech support for those that need a reader Office 365 offers read aloud function and new interactive screens provide additional SEND resources		Summer 2016 Summer 2021	Bursar/Hd LS Dir Dig learn/Hd LS	Provision at common entrance and exams. All classrooms
	The School will continue to provide training for all teachers in order to help them meet the needs of pupils with SEN or disabilities.		Ongoing	Hd INSET	
	Facilitate staff access to and increase the details of available information regarding pupils' learning needs.	IEPs and EP summaries to be made available electronically on staff intranet.	Ongoing	Hd LS	
Medium Term	Review of curriculum			Hd Curriculum, ALT, PLT	New timetable and structure from Sep 16.
Long Term	Review of curriculum content	ALT meetings to decide on future		ALT, PLT, HoDs	Changes to examined subjects offered at common entrance.

Improving access to information

	Targets	Actions	Timescale	Responsibility	Outcomes
Short Term	Notice boards in communal areas to be upgraded to screens. Notices to be provided in large font for those with visual impairments.	Quotes received for screens.	Summer 2019	Bursar	ViVi notice board function for screens purchased summer 2020
	The School will plan an on-going investment in classroom technology to better facilitate communication to pupils with SEN or disabilities, specifically, to enable the use of high quality audio/visual material.		Ongoing	Bursar	New IT suite complete. Laptops and Ipads increased by 30. New classroom IT 2021
	Staff remote access to information through Office 365	Upload of 365 Staff INSET training	Complete	Dir Digital Learning	Staff and children fully integrated into 365 Teams -Sep 2019
	Academic database replaced with a more effective ISAMS	Module selection Training Plan Transition of data	Complete	Bursar	Fully integrated database allowing tracking of children and user friendly sharing of information with staff and parents.
Medium Term					
Long Term					

Review date: September 2021

Next review due: September 2022 (Bursar/Estates Manager)

