



## DISABILITY POLICY & ACCESSIBILITY PLAN (SEPTEMBER 2020 – 2023)

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### 1. Introduction

- 1.1 The School is committed to meeting its legal obligations under the Equality Act 2010 and to ensuring that pupils and staff with disabilities are not put at a substantial disadvantage compared to pupils and staff without a disability. The policy applies to current and prospective pupils and staff, including those with special educational needs, and with temporary or permanent physical disability.
- 1.2 This policy and its associated plan is reviewed by the Risk & Compliance (Management) Committee.
- 1.3 The School recognises that due to the age and layout of the school site and buildings, and the requirement to provide specialist equipment and facilities to support learning in certain subjects, some staff and pupils with significantly impaired mobility may not be able to access all the facilities. Where possible and practicable, and within reasonable financial considerations, the School Accessibility Plan aims to address these issues. The accessibility plan also addresses access issues for disabled visitors.

### 2. Admissions

- 2.1 Admissions literature, policy, examinations and procedures (including access to scholarships, bursaries and assisted places) are regularly reviewed to ensure they do not place pupils with disabilities at a substantial disadvantage.
- 2.2 Admission to the school depends upon a prospective pupil meeting the required academic entrance criteria. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of her potential and in line with the general standards achieved by the pupil's peers. These criteria must continue to be met throughout the pupil's time at the school.
- 2.3 In line with the *Equal Opportunities Policy*, the school applies these criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability.
- 2.4 The school asks parents to include in their admissions documentation a note as to the

health of the prospective pupil at the time of application and any reasonable adjustments which may be required for the purposes of the entry process or education at the school. In assessing any pupil or prospective pupil 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 for confidentiality.

### **3. Entrance Examinations and interviews**

3.1 Extra time is made available, as appropriate in accordance with JCQ guidelines, to candidates taking written entry tests where a specific learning difficulty or disability has been identified. Candidates for the Senior School may also use a laptop for the English paper if they have a specific learning difficulty which requires this.

3.2 Reasonable adjustments are made to accommodate the needs of potential pupils with disabilities during interviews.

### **4. Employment**

4.1 Staff recruitment and employment decisions will be made on the basis of fair and objective criteria. This is in line with the school's *Equal Opportunities Policy*.

4.2 The requirements of job applicants and existing members of staff who have, or have had, a temporary or permanent disability will be reviewed regularly to ensure that whatever reasonable adjustments are possible are made to allow them to enter into, or remain in, school employment. Where new health needs are identified for existing staff, the School Nurses are informed and every effort is made to support the staff member and promote their safety and well-being. Promotion opportunities, benefits and facilities of employment will not be unreasonably limited and every reasonable effort will be made to ensure that disabled staff can participate fully. Short term mobility needs are considered and guidance given.

### **5. Education**

#### **5.1 Temporary and Permanent Needs of Pupils**

5.1.1 Existing and emerging health needs of existing pupils are closely monitored and arrangements for individualised support are developed in consultation with their parents and medical or other appropriate professionals. Short term mobility needs are considered and guidance given.

#### **5.2 Accessibility**

5.2.1 Reasonable adjustments such as the provision of specialist equipment can be made available where appropriate and possible within the overall context of the organisation and layout of the school, eg hearing facilities, laptop computers, large print documents. It is unlikely that satisfactory arrangements could be made for those with significant sight impairment. For those with mobility difficulties, floors have been made non-slip, large areas are carpeted or laid with non slip flooring and all staircases have nosings. However, given the extent of facilities above ground level and the absence of lifts in many areas, the school is unlikely to be entirely suitable for wheelchair-bound pupils in the foreseeable future.

### **5.3 Special Educational Needs (SEND)**

- The SENCOs in each part of the school work with pupils with SEND and their teachers and parents to ensure that they are provided with appropriate support, for example, the ability to use a laptop in lessons (see SEND policy).
- Written information is accessible in a range of different ways for disabled pupils. Large print materials, audio and video recordings (with subtitles if needed) and additional word lists are made available to pupils with SEND to enable them to participate fully in the curriculum.
- Arrangements are made by the SENCO in each part of the school to ensure that pupils taking public examinations receive the special arrangements to which they are entitled, such as extra time, use of a computer or an amanuensis.

### **5.4 Sporting & Recreational Activities**

- 5.4.1 The swimming pool and fitness suite in the Sports Centre offer level and ramped access, separate toilet and changing arrangements for wheelchair bound swimmers and a disabled hoist to facilitate entry and egress from the bath. Special wheelchair areas have been reserved in the viewing gallery.
- 5.4.2 Entrance to the sports field, including the artificial turf pitch, is level, and the netball and tennis courts are approached via a gently ramped path.
- 5.4.3 Specific sporting activities have been identified as being suitable for individual pupils with disabilities and appropriate risk assessments completed.

### **5.5 Welfare and Health**

#### **5.5.1 Pastoral care**

The School has a comprehensive pastoral care system to deal with issues such as bullying, non-integration, physical and mental welfare and health.

#### **5.5.2 Health and Medical Care**

Specialist staff including the professionally qualified nurses are available to all during term time, and a team of qualified First Aiders is available on all sites and at all times throughout the year (including specific paediatric first aid training for staff in the Pre-Preparatory Department).

Specific health-related policies are in place, including guidance on asthma, diabetes, epilepsy and anaphylaxis to inform staff, pupils and parents about the management of these conditions, so that pupils with asthma, diabetes and anaphylaxis can take a full part in normal school activities.

Care plans are in place for those with diabetes.

Detailed information, advice to staff and, if appropriate, care plans are prepared by the School Nurses for individual pupils participating in residential trips with the School.

The policy on medicines ensures that the School Nurses or Designated Person are responsible for the safe storage and administration of medicines to pupils during school hours.

The policy on blood and body fluid spillages ensures that proper arrangements are in place to deal with them when they occur.

The school provides regular INSET for staff on child protection issues, the treatment of anaphylactic shock, dealing with bereavement, difficult home-life situations and disability awareness, and training on further topics will be provided in the light of evolving need.

Medium to long term plans include a general and regular reinforcement of first aid and emergency techniques among the whole school community.

Automated Defibrillators (AED) are provided across the site for use in a cardiac emergency and a number of staff are trained to use them.

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

5.6.1 Specific INSET is held on a regular basis, and this policy is placed within the staff handbook which is made available to all members of staff. Pupils' awareness is also raised during PSHCE lessons from time to time.

5.6.2 The R&C (Management) Committee regularly reviews the policy and updates the accessibility plan in line with legislation and ensures that planning and site developments take into account the needs of people with disabilities.

## **ACCESSIBILITY PLAN**

### **A. IMPROVING ACCESS TO THE CURRICULUM**

<b><i>Action</i></b>	<b><i>Implementation</i></b>	<b><i>Timescale</i></b>
Identify all new pupils with SEND and draw up individual plans to address their special needs so that they have full access to the curriculum and staff are informed of their needs	SENCOs in each part of the school review details of new pupils, draw up plans and brief all staff at the start of academic year.	Continual review
Teaching staff in all sections of the school monitor pupils and alert SENCOs to any pupils who appear to have SEND so that this may be investigated and any needs appropriately met.		Continual review.
SENCOs in each section of the school speak to new teaching staff as part of their induction to ensure that pupils with SEND have appropriate access to the curriculum.	During initial induction period for each new teacher.	End of Autumn Term

### **B. IMPROVING PROVISION OF INFORMATION**

<b><i>Action</i></b>	<b><i>Implementation and Timescale</i></b>	<b><i>Timescale</i></b>
As more communications and materials are transmitted electronically to pupils, parents and staff, ensure that it is available in an appropriate format for those with special needs and/or disabilities.	Keep under the review the format of electronic communications and materials and the special arrangements for those with SEND.	Continual review.

### **C. IMPROVING THE PHYSICAL ENVIRONMENT**

<b><i>Building</i></b>	<b><i>Compliance Status</i></b>	<b><i>Plans for implementation &amp; Timescale</i></b>	<b><i>Timescale</i></b>
Old Music School	The old Music School is a converted sports pavilion and portacabins. Level access to ground floor of main building, but steps to first floor and to temporary accommodation.	This building was brought back into commission during the COVID pandemic to allow for larger spaces. At the time of review this building will not be timetables for pupil use post the COVID pandemic.	Easter 2021
Swimming Pool & Sports Centre	Pool and Centre ground floor have level access. Disabled toilets available.	Lift to first floor of Sports Centre to be included under next refurbishment	Not yet scheduled.
Middle School	Level access at ground floor level. Disabled toilet.	Consideration of a lift when next refurbished - not yet scheduled.	The refurbishment of the Middle School is not on scheduled for the next 3 years.
Pre-Prep	Built as a large family home in 1908, the property is in a conservation area with strict planning restrictions	None at this stage on grounds of planning constraints and cost. During future refurbishments accessibility will be considered where planning constraints allow.	The refurbishment of the Pre Prep is being considered within the next 3 years and accessibility will be a significant consideration.
Prissian Theatre	Steps main access. Ramp access in place since 2008. Loop system installed Summer 2009 as part of refurbishment programme.	No immediate changes needed.	Keep under review.
Sixth Form Centre	Almost level access at ground floor level from outside, level access from internal, ramped corridor. Refurbishment in 2008/9 included a disabled toilet and better access. Installation of a lift was not feasible.	No immediate changes needed.	Keep under review.
<b><i>Building</i></b>	<b><i>Compliance Status</i></b>	<b><i>Plans for implementation &amp; Timescale</i></b>	<b><i>Timescale</i></b>

Senior School Main Buildings	Ramped or level ground floor access. Toilet suitable for the disabled adjacent to new dining room.	Lift will be considered when central area of the Senior School refurbished	The refurbishment of the Senior School is not on scheduled for the next 3 years.
Senior School VWA & CMC	Constructed in 2018 this building provides good accessibility including ramped access at both the front and rear of the building, a lift within the main teaching block, disabled and accessible toilets on each floor and a hearing loop installed in main hall (VWA)	No immediate changes needed.	Keep under review.
Signage	Reviews have been carried out to meet the needs of current staff and pupils. New clearer signage introduced Summer 2019	Signage will continue to be reviewed as the orientation of the site changes with additional refurbishments.	Keep under review
Fire alarm system	Audible and visual system in place in the Senior School. Audible system in place across all sites. All hearing impaired staff and pupils have someone to alert them to any fire alarm.	Personal Emergency Evacuation Plans have been developed for hearing impaired staff.	Keep under review