

HEMDEAN HOUSE SCHOOL



Disability and Accessibility Policy and Plan

Updated Spring 2014 by Mrs D. Lee

Review Spring 2017

Introduction

Admission to the school depends upon a prospective pupil 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. The school must feel reasonably sure that it will be able to meet its aims and objectives, as detailed in the prospectus, in respect of a prospective pupil both on admission and throughout a pupil's time at the school.

The school believes that education and life can be enhanced by policies and practices which are inclusive of all children wherever possible, including those with a disability. At the same time it is mindful that there should be no detriment to the education of any child as a result of such an inclusive policy.

The school's policy is to apply these criteria to all pupils and prospective 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 prospective pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of a disability.

The School asks parents to give information concerning disability on the registration form (supported by written evidence and documentation) in respect of a prospective pupil at the time of application. In assessing any pupil or prospective pupil, the

School may take such advice and require assessments as it regards as appropriate. Subject to this, the School will be sensitive to any requests for confidentiality.

The school recognises the difficulties inherent in the layout and construction of the various sites and buildings as they may impact upon pupils with physical disabilities. The main school is on several storeys and there are no lifts. The new hall meets with current building regulations and incorporates facilities for students, staff and visitors with varying levels of disability.

The School recognises that some pupils with impaired mobility are likely to be put at a disadvantage by the above difficulties and in some cases access may not be possible to some or all of the educational facilities available.

The School will continue to make suitable provision where feasible both in terms of building alteration and to meet where possible the demands of the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act 2001.

Careful, considerate and comprehensive planning to make suitable adjustments to the physical environment could prevent some disadvantage to disabled pupils and the School undertakes to do this within the constraints of financial resources.

In respect of additional costs entailed in supporting full access to the curriculum and off-site activities for disabled pupils, the School reserves the right to charge these costs to the pupils' parents. The agreement of parents to such an arrangement may be a condition of admission to the School or of the child taking part in an activity.

Policy Implementation

The following areas have been considered in detail with the results set out below:

Admissions

The School's admissions literature, policy, examinations and procedures (including access to scholarships and bursaries) and a request for information will be introduced (to be treated as confidential if the applicant or parents require) giving the school details of the nature and effect of any disability so as to enable it to consider any adjustments it might need to make.

Practice would allow disabled candidates for admission extra time to complete their admission examination, where supported by the written recommendation of an Educational Psychologist and/or other medical specialist if available.

Adjustments can be made for physically disabled candidates to sit their examination under special conditions, for example in rooms with good access.

The School will apply the criteria of the Admissions Policy and follow its procedures to all pupils, regardless of any disability of which it is aware, subject to its obligations

to make reasonable adjustments not to put any disabled pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of a disability.

Education

The School has reviewed its provision of educational facilities in the following areas:

Physical access: In the Junior Department, the practice of a single base/single teacher for the majority of the teaching time for a class will be continued, thus reducing problems associated with physical access to specialist classrooms. Arrangements can be made to facilitate specialist lessons in the classroom.

The possibility of mitigating the effects for the physically disabled of difficult access to specific rooms have been considered. Adjustments can be made to the timetable so as to:

- a) Reduce movement between lessons
- b) Avoid movement between different floors of buildings

Curriculum access: Certain physical disabilities mean that access to parts of the curriculum may be limited or non-existent. Access to PE and Games is an example. Adjustments to the curriculum will be considered in the light of knowledge of individual cases and the nature of the disability. Where possible, PE curricular activities will be modified to allow a suitable level of participation, commensurate with the safety of the individual and other pupils. Where suitable modifications cannot be made, or medical/parental instruction requires withdrawal from PE and Games lessons, then the School will make alternative educational provision in another subject area.

Other physical disabilities such as sight or hearing impairment will be treated similarly. The School will make adjustments to classroom practice to allow pupils with such disabilities to benefit as fully as possible from all curriculum opportunities. Examples of such adjustments are:

- a) appropriate seating of a pupil eg near to the whiteboard etc (sight impairment)
- b) special equipment such as modified ICT equipment and keyboards (hearing impairment)
- c) appropriate seating of a pupil (hearing impairment)
- d) use of voice amplification systems by teacher (hearing impairment)

Specific learning difficulties (including dyslexia) present different challenges and the school has considered these fully. The school will concentrate its efforts on giving the training and development needed to its teaching staff to identify and monitor learning difficulties in pupils and devise, implement and monitor individual learning plans (IEPs) for pupils with specific difficulties. The efforts of the School in this area are centred on the work of the Special Needs Co-ordinator, who will also be crucial to the dissemination of appropriate information to staff.

No aspect of the School's policy on admissions prevents admission of a statemented child. In the event of an application by the parent of such a child, the School would make an assessment of the adjustments required on a case by case basis to judge whether the child would be admitted.

Off Site Activities

The school has considered carefully the adjustments needed to its practices in relation to its current and prospective disabled pupils. It seeks to offer all disabled pupils a full range of out of school trips and activities. Such adjustments that have been accepted are:

Planning: Teachers give thought to the destination and general content of school trips as they affect disabled pupils and adjust itineraries and activities accordingly, wherever possible.

Implementation: Organisers of school trips, having addressed the special arrangements that will be needed for a disabled pupil, implement these changes. These may include, for example, the help of an additional adult, the use of a wheelchair and making use of the venue's own arrangements eg use of lifts etc. This formal planning is incorporated into our normal risk assessment procedures.

The School believes that there may be some activities, which cannot be undertaken by reason of disability. These are likely to be on grounds of safety of the individual or the group, or lack of appropriate supervision for example. Early consultation will take place with parents about possible difficulties and all possible efforts will be made to ensure the participation of all pupils.

Pastoral Care/Welfare

The School has considered these issues and identified the following difficulties that might be encountered by those children with a disability. These include (dependent on the disability) bullying, non-integration leading to friendship problems and poor physical and mental welfare.

A number of strategies have been identified to deal with these potential difficulties:

- a) use of PHSE/Citizenship programme to educate students about disability issues improved training for staff to identify difficulties at an early stage, with focus on the form tutor system (use of specialist outside agencies where appropriate)
- b) use of mentors and "buddies" as appropriate, to aid integration of the disabled pupil

Monitoring and Review of the Policy

The school believes that much has been done to ensure an inclusive approach to education has been adopted. The current policy seeks to consolidate these previous adjustments and practices and outline future plans.

Accessibility Plan 2014-2017

	ITEM NO.	ACTIONS	TIMESCALE	PERSON RESPONSIBLE
ADMISSIONS	1	Review the School's Admissions policy to ensure it clarifies the School's position on disability	Annually	Head/Bursar
	2	Revise the admissions procedures and documentation to ensure the fullest possible information is collected about a child's disability prior to an assessment of suitability	Annually	Head/Bursar
EDUCATION	1	To consider as part of the timetabling process, the best use of rooms to facilitate the movement of disabled pupils from room to room	Annually when compiling the timetable	L.Jones (Timetabler)
	2	To continue to develop policies and practices within subject areas and in cross-curricular matters to enable access to the curriculum for disabled pupils	Ongoing	Head
	3	Order an exam pen that reads text with earphones to help pupils who need a reader in all test situations.	Spring 2014	A.Pomeroy
	4	Order dual text books for EAL pupils	Ongoing	H. Illingworth
		Employ an EAL specialist	By Sept 2014	Head
		Add text with the spoken word for easy access on Hub(learning platform)	Ongoing	A.Pomeroy
	5	Investigate functional skills in maths for those pupils who struggle with GCSE	2014/15	L.Jones
PHYSICAL	1	Phased programme of installations to aid accesability in external locations		
	(a)	Installation of additional handrails down steps to playground	Aug 2014	Bursar
	(b)	Path by HEU to lead to slope rather than steps	Aug 2014	Bursar
	(c)	Ensure steps have white line to help visually so pupils navigate steps safely	Spring 2014	Groundsman
	(d)		Aug 2014	Groundsman

		Improve plants and layout in sensory garden.		
	2	Investigate & install hearing induction loop in hall	Autumn 2014	I.Harris
	3	Implement improvements in the Main building to improve mobility and access :		
	(a)	Investigate installing a stair lift to main stairs.	2014	Bursar
	(b)	Look into adapted tables for wheel chairs	2015	Bursar
	(c)	Quote for a ramp from terrace outside Year 4 to top terrace.	2014	Bursar
	4	SEN room to be set up for one to one teaching	Completed 2013	Deputy Head
	5	Build a store room on New Hall to free meeting room for more accessible teaching space.	By 2015	Bursar/Head
	6	Nursery		
	a)	A changing area and potty have been added to cater for a disabled child (previously all pupils were toilet trained)	Completed Sept 2013	Head of Nursery
	b)	One to one support implemented when moving around and when doing physical activities. Extra staff member may be required	2013-2014	Head
	c)	One to one support dressing particularly shoes	2013-2014	Assistant
MONITORING ANS REVIEW OF POLICY		To make the policy widely available (on request) to parents, prospective parents, pupils and staff	On website	Head
		Advise the governing body and other appropriate committees of Plan requirements, including expenditure.	Annually	Head
		Refer to the school Disability and Discrimination action plan document	Annually	