

STORMONT SCHOOL



ACCESSIBILITY POLICY AND PLAN

To meet the requirements and the spirit of the
Equality Act (2010)

Reviewed November 2017
Reviewed by Miss Clare Stephens

Review Date Summer 2018
Review Cycle 1 year

*The policy will be published on the website for current and prospective parents, governors and volunteers. It is available on the Central Resources Library for Staff.
Hard copies are available from the School Office.*

INTRODUCTION

To meet the requirements and the spirit of Acts to the Equality Act 2010

The Disability Discrimination Act 1995 (DDA) uses a broad definition of “disability”. A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Physical or mental impairments can include sensory impairments (such as those affecting sight or hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils’ everyday lives.

This policy applies to all children, staff and parents within the school community.

This policy should be read in conjunction with the school’s SEND policy and the Accessibility plan (which forms part of this document).

AIMS

Stormont School acknowledges its duty towards pupils, staff, parents, Governors and members of the wider community who have a disability. Where pupils or prospective pupils are concerned Stormont School acknowledges its non-discrimination and planning duty under the Special Education Needs and Disability Act 2005 and the Equality Act 2010. We do not treat disabled pupils less favourably and we take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the ‘reasonable adjustment’ duty) in matters of admission and education.

Stormont has a highly inclusive ethos and has over the years successfully accommodated children, staff and parents with various disabilities and learning needs. We aim to provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

1. Stormont is a non-selective school and places in the Reception Form are allocated on a first come first served basis. Places in Forms 1 to 6 generally only arise as the result of a child leaving. A waiting list is kept for all forms. When a place is available, the candidates on the waiting list who are still interested are invited to come to Stormont for an informal assessment. (Siblings of current children will be guaranteed a chance to attend for an interview.) Parents will be asked to give their permission for the Headmistress to contact the child’s current school for a reference. Places will be offered after careful consideration of all the information gathered.
2. Cross curricular activities are a central part of Stormont’s philosophy.
3. The school asks parents to complete the Registration Form and to disclose whether their child has a disability, special educational need or medical condition. The parents will then receive a disability form in respect of a prospective pupil requesting further detailed-information about their child.
4. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it deems appropriate. Subject to this, the school will be sensitive to any issues of confidentiality.

5. Where it is practicable to make reasonable adjustments based upon the information given and advice received, to enable a prospective pupil to take up a place at Stormont and to satisfy the admissions criteria outlined above, the school is committed to providing those reasonable adjustments.
6. The school recognises the contribution made to the education and life of the school by all its pupils and wishes to have inclusive policies, whilst recognising the need to ensure that no pupil's education is impaired.
7. There may be a case of additional in-class support being given to a child or support from outside agencies. The cost of this will be met by parents. Where the school agrees to provide additional services, such as specialist teaching for Dyslexia, parents will be charged for this service at a level that reasonably reflects the cost to the school of providing that service. Details of costs will be provided in writing.

BACKGROUND TO THE ACCESSIBILITY PLAN

One of the obvious problems which the school has (in common with many other schools) is its layout which covers a wide area and consists of separate and some historic buildings which have grown up since the school was founded. Another is the system, again common to many schools, of having fixed specialist teaching rooms which requires pupils to go from room to room for different lessons ~ often up steps or stairs in buildings without lifts.

The School's Layout and Facilities:

- ❑ The Lower School was opened in 1996. It is built on one floor and is attached to the Hall and Dining Room. All these rooms are fully accessible to wheelchair users.
- ❑ The Upper School classrooms are situated in the Main School Victorian Building which also houses the Library upstairs. There are narrow corridors and a mass of steps in this building on both floors. There is no lift between the two floors.
- ❑ The old stable block, built around a courtyard, has been converted to provide specialist teaching rooms for Science, Art, Design Technology, Pottery and French. These rooms can easily be made more accessible with the addition of ramps and a movable ramp is situated in the courtyard for this purpose.
- ❑ The Millennium Building was opened in the Autumn Term 2000. It was planned so that access to the downstairs Studio for Music and Drama was easy but the ICT Room upstairs can only be reached via the staircase. Provision for Computing lessons could be met in another room, should the need arise.
- ❑ A new Sports Hall was built and came into use during the Spring Term 2009. This building is fully accessible and includes a lift, a disabled lavatory and shower.
- ❑ The games field is about 200 yards away from the main buildings and is accessed by means of a rough path. The Tennis and Netball Courts provide no difficulties of access.

- The school already provides support and resources for pupils who have the following needs:
 - Specific learning difficulties
 - Language and Communication difficulties
 - Behavioural, Social and Emotional Difficulties
 - Allergies and intolerances

Stormont School is not required to make physical changes to its existing buildings. A pupil with severely restricted mobility may be unable to access some or all of the educational and recreational facilities that the school offers. However, wherever practicable, the school will make reasonable adjustments to the timetable to make it possible for all children with restricted mobility to be taught in an effective manner.

STAFF TRAINING

Our staff receive training on the learning needs of pupils with Special Educational Needs and disabilities.

PROFESSIONAL ADVICE

The school will continue to seek and follow the advice of LA services such as specialist teacher advisors and SEN Inspectors/ advisors and of appropriate health care and education professionals.

DISABILITY: EMPLOYMENT POLICY AND PROCEDURE

In line with our Equal Opportunities Policy, people with a disability are welcome to apply for all positions and will be treated fairly in all respects.

Applicants for posts are asked to let the school know of any special arrangements that need to be made for the application and interviewing process. All reasonable adjustments will be made in the workplace if an appointment is made.

All staff who apply for teaching positions also need to be “fit to teach” (a statutory requirement for teachers) and a Medical Fitness form needs to be completed as part of the recruitment process, reviewed by the school’s qualified medical adviser.

CONCLUSION

Stormont School takes its duty of care to pupils, staff, parents and visitors with disabilities very seriously. Within the constraints of making structural alterations to a Victorian building which was not designed as a school, we always endeavour to provide access for all with mobility difficulties as far as is possible and will always respond to any reasonable request for improvement to the buildings and facilities. Provision is already in place, and will be annually reviewed, to meet the needs of pupils with Special Educational Needs or Disabilities. We believe that the steps detailed in the document will clearly show that we are meeting our obligations under the terms of the Special Education Needs and Disability Act 2005 and the Equality Act 2010.

IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL

- 1 The School will undertake annual fire safety risk assessment and update the School’s fire evacuation plan.
- 2 Any additions to the current buildings will be fully accessible to disabled pupils.

- 3 All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with disabilities, and every reasonable effort made to purchase equipment that meets the needs of such pupils in a better way than the existing equipment it replaces.
- 4 Diffusing lights will be installed where computer use makes it necessary. Faulty lighting will be replaced within 24 hours wherever possible.
- 5 An acoustic level of between 50-70 decibels will be maintained wherever possible in all classrooms.

IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS

As budgets allow:

- 1 The School will arrange for documents to be provided to prospective parents, who have a disability, in forms that meet that need, if so requested and it is reasonable to do so
- 2 The School will continue to provide CPD for all teachers in order to support them in better communication with pupils with SEN or disabilities.

3 YEAR ACCESSIBILITY PLAN (A separate document)

General

1. The school will review this plan on an **annual basis** to monitor and evaluate:
 - The effectiveness of action taken in the previous school year
 - Relevant targets for the next school year
 - Responses to any further legislative changes
- 2 The school will make a log of all reasonable adjustments and it will be available to interested parties.

ACCESSIBILITY PLAN

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	Targets	Action/Organisation	Responsibility/ Monitoring Evaluation	Time-frame	Desired Impact	Actual Impact (termly review)
GENERAL						
Short Term	SMT to carry out an access audit and identify areas for action	Fit into agenda for SMT Meetings	Headmistress Bursar Head of Learning Support SMT	Annually in Spring Term	Ensure all reasonable adjustments in place	
	To review the Admissions Policy	<p style="text-align: center;">↑</p> <p>To ensure that in all cases these policies are taking into account the needs of those with disabilities</p> <p style="text-align: center;">↓</p>	Headmistress, Bursar & Board of Governors	Issued August 2017 Next Review due Aut 2019	Ensure policy is up to date, compliant and agreed by B of G	
	To review the Equal Opportunities Policy		Headmistress, Bursar Staff & Board of Governors	Next Review of Equal Opportunities Policy	Ensure policy is up to date, compliant and agreed by B of G	
	To review the Special Educational Needs & Disabilities Policy		Head of Learning Support, Headmistress & Staff	Issued Spring 2016 Next Review due Spring 2018	When policy is up to date and compliant. All staff following policy.	Annual Review completed
	To review the Behaviour Policy		Deputy Head, Headmistress & Staff	Issued Autumn 2017 Next Review due Summer 18	When policy is up to date and compliant. All staff following policy	Annual Review completed
Short term	<p>Identify the needs of disabled pupils on entry</p> <p>Adapt the environment and teaching strategies as appropriate within budget constraints</p>	<p>Consultation with parent (and pupil) on entry or before.</p> <p>Contact with previous setting.</p> <p>.</p>	<p>Head of Learning Support, Headmistress, Bursar</p> <p>Head of Learning Support</p>	September 2018 and at any subsequent entry point in the year.	<p>Parents and pupils welcomed and valued.</p> <p>Children's needs met appropriately.</p>	

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	Targets	Action/Organisation	Responsibility Monitoring Evaluation	Time-frame	Goals Achieved	Actual Impact (termly review)
INCREASING THE EXTENT TO WHICH DISABLED/ EAL PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM						
Short term	To develop a unified SEN & Disability Policy	Ensure that both policies are putting enough help in place. Transfer information to be included. Regular meeting of Head of Learning Support & SEN teachers with other staff to share information, ideas and best practice.	Head Of Learning Support and Staff	September 20 16	When policy is up to date and compliant. All staff are adhering to procedures and best practice.	
Mid term Long term/	To identify areas where staff training is needed and to set up a programme of staff development	Continue with annual training for specific medical needs (Epipen update training every Autumn) To arrange training for staff through CPD on: SALT, DCD (Dyspraxia) Dyslexia; Working memory, Processing delay; Hearing Impairment Identify sources of training in conjunction with LEA, IAPS & the school's medical adviser	SMT, Head of Learning Support	Autumn 2018 January 2018 April 2018 September 2018	Epipen Training each October carried out. Staff sent on First Aid training when out of date SALT & HI training for all staff before September 2018 (SALT therapist / LA adviser)	
Short term	To review the feasibility of ensuring access for pupils with disability to trips, activities and sporting opportunities	Seek alternative ways of giving access to some form of physical education Ensure each new venue for educational visits is vetted for appropriateness and access Develop guidance for staff on making trips accessible Invite/seek advice from Occupational Therapist/ outside agencies. Use of additional equipment Gather information on accessible PE and disability sports.	Headmistress, PE Staff, Teaching Staff, Head of Learning Support	As necessary from September 2018 and whenever such activities arise. Spring 2018	Supported learning Adjusted curriculum Additional help for Trips and visits arranged Detailed Risk assessments to be carried out All pupils in school able to access all educational visits and take part in a range of activities When advice/ strategies/ additional resources are being used to support learners in activities/ sporting activities	

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Short term	Identify areas where changes could be made to enable access for a prospective pupil	ICT provision in a different room Examine possibilities of moving class rooms from 1 st floor to ground floor of Main Building Alternative staffing arrangements Discussion with parents and teaching staff Advice from specialist / therapist / EP Pupil's own views and suggestions Priority in timetabling to a class containing a pupil with mobility difficulties	SMT & Staff	As necessary from September 2018 and whenever a prospective pupil enrolls.	When recommendations have been put into place and changes have been made to enable all pupils to access lessons	
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	Targets	Action/Organisation	Responsibility Monitoring Evaluation	Time-frame	Goals Achieved	Actual Impact (termly review)
Short term	Ensure that curriculum is delivered so that all pupils can achieve	This list is not exhaustive but access may be ensured through: Differentiated lessons and resources providing opportunity for all pupils to achieve Lessons involving work done by individuals, pairs, groups, the whole class High expectations of all pupils	SMT, Head of Learning Support and Staff	September 2018, reviewed regularly as provision grids are reviewed and updated	When the curriculum has been differentiated and adjustments made so that all pupils can achieve	
Long term	All new equipment purchased for teaching and learning will be considered as to its suitability of use by disabled pupils.	Purchase new resources for those pupils with a disability: portable ramp; hearing loop? Advice from Therapists/ agencies sought. Staff training to use new equipment	All Staff	Summer 2018; Autumn 2018 As need is identified and following consultation with parents and pupil	When suitable equipment and resources are used effectively and enhance the learning experience	
	ICT to support communication	Use of ICT as a communication aid to be considered in ICT development plan	Computing coordinator, Network Manager and Head of Learning Support	Summer 2018	When ICT is used to benefit communication: Clicker Writing Apps,	

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		Dedicated Learning Support Ipad Apps to be added to Ipad to support communication/ voice recognition Training new staff Liaise with VI/HI advisor on information with regard to VI/HI pupils.		As need is identified and following consultation with parents and pupil	Widgit Nessy, Keeble	
Short term	Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.	Access to translators or sign language interpreters to be considered and offered if possible.	Head of Learning Support and SMT	As required	When pupils and or parents feel supported and included.	

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	Targets	Action/Organisation	Responsibility Monitoring Evaluation	Time-frame	Goals Achieved	Actual Impact (termly review)
IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL						
As Budgets allow we intend:						
Short term	To make reasonable adjustments to buildings and site.	<p>Identify areas for action and prioritise for practicability and budgetary constraints</p> <p>Creation of external toilet facilities to Sports Hall at Ground floor level for children and visitors, to include disabled toilet</p> <p>Aim for step free access to all rooms opening onto Stables courtyard, front of Lower School, Main House (ground floor only)</p> <p>Hearing Loop to be provided if appropriate</p> <p>Improve lighting to entrance drive</p> <p>Improve signage to show location of step free access and disabled toilets</p> <p>For future considerations: acoustic treatment, colour schemes, fittings, access to facilities on first floor.</p>	Buildings Committee Headmistress & Bursar, Caretaker	<p>Summer 2018</p> <p>Summer 2019; Summer 2020</p> <p>Whenever a prospective pupil enrolls (September 2018)</p> <p>Summer 2018</p> <p>Spring 2018</p>	When necessary reasonable adjustments have been made	
Short term	To continue to undertake an annual fire safety risk assessment and update the school's	Fire safety risk assessment undertaken	Bursar & Health and Safety Committee	Annually as required.	When all procedures are up to date and compliant and all are aware of procedures.	

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	evacuation plan with regard for pupils and staff with SEND.	PEEP for any [temporary] visitors on site, as well as for pupils and staff (current provision)		As required, in consultation with adults and children concerned	When all staff are familiar with the procedures and can support visitors in completing and supporting the implementation of a PEEP	
Long term	To make newly constructed buildings or conversions fully accessible to disabled pupils/ staff and visitors	Consider needs of disabled pupils, parents/carers or visitors in design project and plan. Every reasonable effort will be made to improve access (given the constraints of structural alterations to a Victorian Building)	Buildings Committee Headmistress & Bursar	Annually as required	Improved access for those with SEND	
Medium term	Improve external access for visually impaired people	Mark hazards, eg. steps and edges, clearly using yellow strips Improve external lighting Improve signage (see above)	Caretaker Head of Learning Support	Annually required Summer 2018	People with visual impairment feel safe in school grounds	
Long term	The school is aware of the access needs of disabled pupils, staff, governors, parents/ carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required. To write and review PEEPs to ensure all disabled pupils, staff and visitors can be safely evacuated. Ensure new information is shared with staff in a timely manner Be aware of the access needs of staff, governors and parents/ carers and meet as appropriate. Through questions and discussions find out the access needs of parents/carers Consider access needs during recruitment process	Head of Learning Support, Headmistress, Bursar, Board of Governors	Annually as required As required At Induction and as required Annually Recruitment process Spring 2018	IEPs and PEEPs in place for all disabled pupils / adults and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues When staff demonstrate understanding of EAS	

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		Ensure staff are aware of Environment Access Standard				
	Targets	Action/Organisation	Responsibility Monitoring Evaluation	Time-frame	Goals Achieved	Actual Impact (termly review)
IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS						
Short term	The school will arrange for documents to be provided to parents who have a disability, in forms that meet that need, if so requested	<p>Provide information and letters in clear print in “simple” English. School Office will support and help parents’ access information and complete school forms.</p> <p>Handouts and Worksheets to be made available in large print format, (or in other formats as required, e.g. using Braille)</p> <p>Offer support to parents in completing paperwork</p> <p>When voice communication is not possible, ask HI parents how they would like the School to contact them, e.g. via text or hearing service</p> <p>Ensure that website and documents accessible via school website can be accessed.</p>	Headmistress & School Office	<p>At least annually</p> <p>As required</p> <p>Autumn 2017</p>	<p>All parents receive information in a form that they can access</p> <p>When all parents are able to access / complete required paperwork.</p> <p>When HI parent is happy with the communication methods used</p>	
Short term	Improve delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print for pupils, parents and staff with a visual impairment.	Headmistress & School Office	As necessary	Excellent communication	
Long term	The school will continue to provide CPD for all teachers in order to support them in better communication with	A CPD programme will be organised to respond to needs. Head of Learning Support to provide training. Speakers/ Specialist teacher to be invited in to school: Hearing Impairment; Visual	Head of Learning Support, SMT	<p>September 2018 and reviewed termly</p> <p>January 2018</p> <p>April 2018</p>	When staff have a good understanding of a range of SEND difficulties and are able to support pupils fully in lessons	

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	pupils with SEN or disabilities	Impairment; SALT, DCD (Dyspraxia) Dyslexia; Working memory, Processing delay		September 2018		
Mid term	Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment (e.g. text reader application available and / or signposted). Ensure admissions information is available via the school website or App Respond to individual needs / requests for reasonable adjustments – ensure individuals who may need alternative access arrangements are contacted directly for their views, (e.g. Office Staff, SMT, Form Teacher; Head of Learning Support) Seek advice from specialist organisations / individuals (e.g. BDA, RNIB)	School Office	September 2018 As required As required	When all can access information about the school and support is readily available	