



Stormont School

17b ACCESSIBILITY POLICY AND PLAN

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

Issued	January 2019
Issued by	Head of Learning Support
Review Date	Autumn 2020
Review Cycle	1 Year

**The policy will be published on the website for current and prospective parents,
governors, volunteers and 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 also adhere to the SEND Code of Practice 0-25years (September 2014). 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 Head 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 Pre-Prep building 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 Prep 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 room 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.

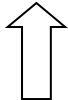
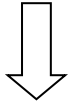
3 YEAR ACCESSIBILITY PLAN (A separate document)

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

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

	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 	Head Bursar Head of Learning Support SMT	Annually in Spring Term	Ensure all reasonable adjustments in place	Disabled parking bays for 2 identified parents in place. INSET in Sept 2018 session with all staff-feedback given and actioned.
	To review the Admissions Policy	To ensure that in all cases these policies are taking into account the needs of those with disabilities 	Head, Bursar & Board of Governors	Next Review due Summer 2019	Ensure policy is up to date, compliant and agreed by B of G	Reviewed and updated Nov 2018. Shared with Governors Nov 2018.
	To review the Equal Opportunities Policy		Head, Bursar Staff & Board of Governors	Next Review of Equal Opportunities Policy	Ensure policy is up to date, compliant and agreed by B of G	Reviewed Spring 2019
	To review the Special Educational Needs & Disabilities Policy		Head of Learning Support, Head & Staff	Issued Spring 2016 Reviewed due Spring 2019	Ensure policy is up to date, compliant and agreed by B of G	Reviewed Spring 2019
	To review the Behaviour Policy		Deputy Head, Head & Staff	Next Review due Summer 19	Ensure policy is up to date, compliant and agreed by B of G All staff implementing policy	Reviewed and updated Nov 2018. Shared with Governors Nov 2018

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	Targets	Action/Organisation	Responsibility/ Monitoring Evaluation	Time-frame	Desired Impact	Actual Impact (termly review)
Short term	Identify the needs of disabled pupils on entry Adapt the environment and teaching strategies as appropriate within budget constraints	Consultation with parent (and pupil) on entry or before. Contact with previous setting.	Head of Learning Support, Head, Bursar Head of Learning Support	Next review September 2019 and at any subsequent entry point in the year.	Parents and pupils welcomed and valued. Children's needs met appropriately.	Review completed Sept 2018– no adaptations required
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 & teachers/ support staff to share information, ideas and best practice.	Head of Learning Support and Staff	Next review July 2019 and as the need arises	Policy is up to date and compliant. All staff are adhering to procedures and best practice.	All staff aware of SEND pupils and accommodating their needs. IEPS regularly reviewed with staff and parents (termly). Provision Grids in place and reviewed termly.
Short term	Provide opportunities for staff to extend and improve their knowledge and understanding of SEND and how best to support pupils.	Visiting specialists to lead Twilight CPD sessions for all staff on: SALT, DCD (Dyspraxia) Dyslexia; Working memory, Processing delay; Hearing Impairment, Mental Health and Well-being. Extend First Aid training to more staff. Continue paediatric and other specialist First Aid training Continue with annual training for specific medical needs (Epipen update training annually) Peer observation Visiting other schools Online training	Head of Learning Support to organise twilight session in liaison with Head of Pre-Prep and Deputy Head.	Next review July 2019	SALT & HI training for all staff before September 19. When staff have a better understanding in how to specifically support individuals there are working with. Staff First Aid training updated as required. Epipen Training carried out for all staff annually	When staff feel better informed and more confident and pupils are supported more effectively.

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	Targets	Action/Organisation	Responsibility Monitoring Evaluation	Time-frame	Goals Achieved	Actual Impact (termly review)
Short term	To review the feasibility of ensuring access for pupils with disability on 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 awareness of staff re making trips accessible. Invite/seek advice from Occupational Therapist/ outside agencies. Use of additional equipment	PE Staff, Teaching Staff, Head of Learning Support	As necessary from September 2019 and whenever such activities arise.	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	Risk assessments have been carried out for Sports Day, residential and day trips etc.
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 2019 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)
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; hearing loop? Advice from Therapists/ agencies sought. Staff training to use new equipment	All Staff	Annually (end of Summer 2019) or as need is identified and following consultation with parents and pupil	When suitable equipment and resources are used effectively and enhance the learning experience	Portable ramp in use as required
	ICT to support communication	Use of ICT as a communication aid to be considered in ICT development plan) App to be added to Dedicated Learning Support iPad to support voice recognition Training new staff Liaise with VI/HI advisor on information with regard to VI/HI pupils.	Computing teachers Network Manager and Head of Learning Support	Summer 2019 As need is identified and following consultation with parents and pupils	When ICT is used to benefit communication: Clicker Writing Apps, Widgit Nessy,	A dedicated Learning Support ipad purchased 2018
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.	Reception pupil EAL currently receiving additional support. Sign Language interpreter present at CiN meetings to support a HI parent. Copies of school plays, parents evening notes made available to HI parent.

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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 Pre-Prep building, 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 Head & Bursar, Caretaker	<p>Summer 2020?</p> <p>Summer 2020?</p> <p>Whenever a prospective pupil enrolls (September 2019)</p> <p>Summer 2019</p>	<p>When necessary reasonable adjustments have been made</p> <p>Widen access to Science Lab and improved emergency exit route.</p> <p>Refurbished ramp into Pre-Prep building. Ramp put in place to access main school office and Millennium building. Step free access to Pre-Prep playground courtyard.</p> <p>Lighting improved Summer 2018</p>	Improved access to school buildings and site.

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	Targets	Action/Organisation	Responsibility Monitoring Evaluation	Time-frame	Goals Achieved	Actual Impact (termly review)
Short term	To continue to undertake an annual fire safety risk assessment and update the school's evacuation plan with regard for pupils and staff with SEND.	Fire safety risk assessment undertaken PEEP for any [temporary] visitors on site, as well as for pupils and staff (current provision)	Bursar & Health and Safety Committee	Annually as required. As required, in consultation with adults and children concerned	When all procedures are up to date and compliant and all are aware of procedures. When all staff are familiar with the procedures and can support visitors in completing and supporting the implementation of a PEEP	Fire RA undertaken by contracted professional. PEEP template in place and used for pupil and staff.
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 Head & Bursar	Annually as required	Improved access for those with SEND	No new buildings planned. Ramped access now in place for school Office and Millennium Building as part of site refurbishment.
Medium term	Improve external access for visually impaired people	Mark hazards, e.g. 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	Yellow strips on step edges and drain covers. External lighting checked regularly and new brighter bulbs used. Signage under review (Summer 2019)

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	Targets	Action/Organisation	Responsibility Monitoring Evaluation	Time-frame	Goals Achieved	Actual Impact (termly review)
Long term	The school is aware of the access needs of disabled pupils, staff, governors, parents/ carers and visitors	<p>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.</p> <p>Ensure new information is shared with staff in a timely manner</p> <p>Be aware of the access needs of staff, governors and parents/ carers and meet as appropriate.</p> <p>Through questions and discussions find out the access needs of parents/carers</p> <p>Consider access needs during recruitment process</p> <p>Ensure staff are aware of Environment Access Standard</p>	Head of Learning Support, Head, Bursar, Board of Governors	<p>Annually as required</p> <p>As required</p> <p>At Induction and as required</p> <p>Annually</p> <p>Recruitment process</p> <p>Summer 2019 (revised date)</p>	<p>IEPs and PEEPs in place for all disabled pupils / adults and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p> <p>When staff demonstrate understanding of EAS</p>	<p>Children in wheelchairs/ on crutches have received a tailored response to ensure that their needs were met.</p> <p>Emails and meetings update staff promptly</p> <p>Parents with access needs identified and measures discussed and agreed with them.</p> <p>All candidates routinely asked to share relevant information as part of the Safer Recruitment process</p>

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	Targets	Action/Organisation	Responsibility Monitoring Evaluation	Time-frame	Goals Achieved	Actual Impact (termly review)
IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS						
	Targets	Action/Organisation	Responsibility Monitoring Evaluation	Time-frame	Goals Achieved	Actual Impact (termly review)
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) 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>	Head & School Office	<p>At least annually</p> <p>As required</p> <p>Spring 2019</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>	<p>Hearing impaired parent provided with school play scripts, notes of meeting with staff after each conversation.</p> <p>New website will be more accessible- Font (Ariel), contrast is better.</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.	Head & School Office	As necessary	Excellent communication	Currently not required.

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	Targets	Action/Organisation	Responsibility Monitoring Evaluation	Time-frame	Goals Achieved	Actual Impact (termly review)
Long term	The school will continue to provide CPD for all teachers in order to support them in better communication with pupils with SEN or disabilities	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 Impairment; SALT, DCD (Dyspraxia) Dyslexia; Working memory, Processing delay	Head of Learning Support, SMT	September 2018 and reviewed termly January 2019 April 2019 September 2019	When staff have a good understanding of a range of SEND difficulties and are able to support pupils fully in lessons	SALT, Dyslexia training delivered to staff. Next steps- SALT revisited, DCD (dyspraxia), working memory and processing delay.
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 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, SLT, Form Teacher; Head of Learning Support) Seek advice from specialist organisations / individuals (e.g. BDA, RNIB)	School Office	September 2019 as required As required As required	When all can access information about the school and support is readily available	Currently not required.