

School name: St. Hugh's School

3-year period covered by the plan: 2015-2018

Plan agreed:

Plan Review: **March 2018**

Lead member of staff: **KCJ**

At St. Hugh's School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum.

This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. increasing the extent to which disabled pupils can participate in the school curriculum;
- b. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

We are an independent school for boys and girls age range 2yrs to 13. The school comprises of several buildings covering a large site , mostly of one or two storey construction.

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **SEN Governor**
- **Head Master**

- **SEN OR Learning Support Coordinator**
- **Bursar**
- **School Governor**
- **Director of Studies**

- The purpose and direction of the school's plan: vision and value
- Information from pupil data and school audit
- The main priorities in the school's plan
- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Management, coordination and implementation
- The planning process –
- Coordination –
- Other policies and plans –
- Implementation

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Three- Year Plan September 2015- September 2018 Participation in the Whole Curriculum	Development Area	Action Necessary	Timescale	Action taken/date
Short Term	Review screening procedures and to ensure all pupils with learning difficulties are identified from the INCAS Testing and follow up testing continued.	Learning Support Coordinator to develop screening in liaison with Director of Studies. GS/KCJ	Autumn 2016	Results to be worked through and targets implemented from it.
	Monitor provision for pupils with additional needs on all visits including day, week or overseas trips.	To keep up to date with current regulations and to check website. Information on specific pupils	Ongoing	Termly assessments

		including nut allergy sufferers, asthmatics and diabetics to be disseminated by Matrons to trip organizers and leaders. All staff		
	Monitor provision for pupils with disabilities for some areas of PE and Games . To provide swimming as a form of physio when the need arises for a pupil recovering from an injury.	Director of Sport to provide alternative forms of Games or PE provision for disabled pupils where appropriate (e.g. multi-sports or extra swimming in place of contact sports); inhalers to be taken to sport/activity in case of emergencies KF/KCJ/GS	Ongoing	Monitored termly as the need arises. Extra swim lessons for a pupil. September 2016
	Centralize PLPs to enable dissemination of information to all subject teachers and Form Tutors, outside agencies and anyone who works within the school. Create a booklet each term.	Learning Support Coordinator to post EP summaries on-line To post PLPs on system and make available in the form of a booklet each term. KCJ	Ongoing	Termly review.
	To keep up to date the Provisional Map to enable all needs are met.	Liaise with all staff of any developments/changes.	Ongoing	Termly updated.
	To keep up to date with new legislations as they present themselves.	Liaise with Senior Management Team and Director of Studies. CW/RG/GS/NW/KCJ	Ongoing	
	To provide support and training for children with speech and language difficulties in early years, as requested on EHC plan. To provide additional support for four pupils with Speech and Language	Liaise with Early Years staff and provide training in preparation. KCJ/NW/Early Years staff.	Ongoing	September 2016

	development in the Early years. To provide 3 days Elkland training for 1-1 support.			Spring 2017 Spring 2017
Medium Term				
	Review project work in practical subjects (e.g. Design and Technology and Art) to ensure pupils with difficulties are properly catered for.	Learning Support Coordinator in liaison with Director of Studies to ensure pupils with learning difficulties (e.g. dyspraxics) receive extra time and adapt cutting equipment as and when needed. Provide access for a wheel chair bound pupil to complete tasks out of the DT Room. KCJ/GS/TAs Provide additional resources and support for a child with fine motor skills. KCJ	Ongoing	Termly review when planning
	Develop staff INSET programme to ensure all staff and teaching assistants are able to identify and teach pupils with learning difficulties Autism ADHD and Downs Syndrome training.	Learning Support Coordinator to create specialist directory of contacts (e.g. EPs, OTs, SPLTs) and in liaison with Deputy Head and Director of Studies to organize regular in-house or external INSET to ensure staff knowledge is current. CW/GS/KCJ/NW	Ongoing	
Long Term	To ensure all children with additional needs are able to access the new sports field.	Liaise with Director of Sport. KF/KCJ	Ongoing	Paved walkway to all weather pitch. September 2016

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Three-Year Plan September 2014-September 2017	Development Area	Action Necessary	Timescale	Action taken/date
Accessibility of Written Information				
Short Term	Allow children to use Kindles etc. And other ICT technology to facilitate pupils with organization, dyslexic tendencies and memory problems.	HoDs/subject teachers to disseminate information. HOD/ Subject staff	Ongoing	Termly review
	To email parents on pupils with particular needs their progress each week. Senco to meet with parents 1-1 children termly to discuss progress/transition into school.	Senco/ Form teachers to contact parents	Ongoing	Regular meetings with parents in place. Autumn term 2016 Spring term 2017
Medium	Investigate alternative forms of ICT for children with difficulty in writing.	Work completed on laptops or the use of dictation software. GS/KCJ	Ongoing	Specialist teachers recommended use of laptops for children with writing difficulties during lessons. September 2016
Long Term	Develop alternative methods of data collection and recording e.g. mini camcorders, cameras etc .	Director of Studies/ Head of ICT to make these available to pupils. GS	Ongoing	Specialist teachers recommended use of alternative methods of data collection and recording during lessons.
	To incorporate the new Education, Health Care Plans.	To involve parents and staff. KCJ/Parents/Staff	Ongoing	September 2015

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Three-	Development Area	Action Necessary	Timescale	Action taken/date
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Year Plan September 2014-September 2017				
Physical Access to Education				
Short Term	Provide children with dyspraxia additional resources should the need arise.	Liaise with subject staff and boarding staff. Matron /KCJ	Ongoing	
Medium Term	To look at resources in games/P.E. and to provide additional equipment for children with motor coordination problems.	Liaise with Director of Sport. KF/KCJ	Ongoing as needs arise of the incoming children.	New resources need to be in place by September 2017.
Long Term	Investigate what problems may arise with the new sports field.	Investigate feasibility within any plans before the field is in use. KCJ/ KF/ CW	Dictated by timescale for the use of the field.	September 2016

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Physical Access Audit (September 2016)

There is level access from the side entrance to the School in Cromwell Avenue along the pavements and walkways leading to the side of the school near the dining room.

Wheelchair access to the ground floor of the main building is possible via this door where there is a ramp over two small steps.

Wheelchair access to the ground floor can also be found via the car park at the back of the school, where the pavement is flat and entry to the building is possible over a small lip on the door.

A disabled toilet is also located in this area.

Wheelchair access to the Adventure playground is possible via a paved walkway.

Wheelchair access to the Forbes Hall and side entrance is provided. The Forbes Hall is also near the disabled toilet facilities.

There is level access to the Design and Technology Department over a step which could have a ramp attached to it. Access to the Art Classroom is not possible because of stairs.

A disabled person would have to be carried or helped up to the first floor in this building.

Wheelchair access to All weather pitch is possible via a paved walkway.

A physically disabled person would find it difficult to gain access to the following areas/facilities:

- **Art Room / Cookery Room (Main Building 1st floor)**
- **Science Laboratory (Music block 1st floor)**
- **ICT room- although there is a smaller room located on the ground floor.**
- **Other form rooms on the first floor of the Main Building**
- **Medical Room**
- **Learning Support classroom**

Access to all other classroom would be possible as these are located on the ground floor.

There are disabled toilets and shower facilities in the changing rooms of the sports hall for boys and girls, which are located on the ground floor. Boys swimming pool changing has a level access. Girls need access via patio.