



## SENDA Three Year Plan St Hugh's School

September 2019 – September 2022

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Policy Last Reviewed	Autumn 2021
Policy Next Reviewed	Autumn 2022 (New 3 year plan to be created)
Staff Responsible	Head of Additional Learning
Governor Review	
ISI Reference	A15
Website	Yes

## **Introduction**

St Hugh's School aims to provide a first class education for pupils aged between 2 and 13. The school is committed to a policy of inclusion and equal opportunity. This commitment is reflected in the school's day-to-day practices and procedures. The SENDA Accessibility Plan is written with reference to the SEN and Disability Code of Practice, 0-25 Years January 2015 and complies with our duties under the Equality Act 2010. Other relevant documents taken into consideration when writing this policy include The Disability and Discrimination Act 1995, The Education Act 1996 and The Disability Rights Commission's Code of Practice for Schools 2002.

The Equality Act defines disability as follows: 'A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities'. This has some overlap with the definition of 'special educational needs' in the Children and Families Act 2014.

The School values the diversity of the school community and appreciates the contribution that pupils with special educational needs and/or disabilities can bring to school life. We therefore endeavour to provide the best possible support to all pupils, treat all pupils fairly and take all reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission, teaching and learning and co-curricular activities.

## **Accessibility Plan Part I**

At St Hugh's School our Accessibility Plan is reviewed annually by the school's Health & Safety Committee, with a focus on how School's policies, procedures and facilities are likely to affect pupils and prospective pupils who are disabled. Recommendations are made with a view to improving the accessibility of its curriculum in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future.

The plan is in four parts:

1. Increasing the extent to which disabled pupils can participate in the curriculum,
2. Improving the physical environment,
3. Improving the delivery of information to disabled pupils,
4. Sharing resources

Over the next three years the following objectives have been identified within the Accessibility Plan.

- To implement the recommendations of the health and safety committee with regard to physical improvements to the School environment.
- To broaden the inclusive nature of our school community through finding solutions to apparent barriers as they occur.

### **1. Increasing the extent to which disabled pupils can participate in the curriculum**

The School pupil population already includes a significant proportion of children who have learning or physical disabilities. The needs of these children are considered in consultation with the Head of Additional Needs. The main forms of disability relate to dyslexic tendencies, dyscalculia, short term and working memory difficulties and organisational difficulties, however children with physical impairments, sensory needs and complex needs are also successfully integrated and accommodated.

The Accessibility Plan has been drawn up with a view to enabling children with a wide-range of disabilities to take a full and active part in the School curriculum. In full consultation with parents and other interested parties e.g. form teachers, subject teachers, educational

psychologists; the Head of Additional Needs will identify the specific needs of the child and put in place a personalised learning plan. Where necessary this plan will also identify reasonable adjustments that can be made to the school facilities both physical and educational. Ideally these discussions will take place well in advance of a child's entry to the school. This will provide adequate time for needs to be assessed and reasonable adjustments to be made.

At all times the need to discuss formally the arrangements with parents and/or guardians will be of paramount importance. Special arrangements for entrance examinations will also be discussed at these meetings. These might include audio or large-print formats of entrance papers or additional time as stipulated in an educational psychologist or specialist teacher report.

Staff INSET is a key part of the school's Accessibility Plan. The annual programme of training will continue to include whole staff sessions on meeting the additional needs of all children at the school.

Please refer to the Learning Support Policy for further details on our ongoing and continuous commitment to providing all pupils with access to the curriculum.

## **2. Improving the physical environment**

St Hugh's School takes care not to inadvertently isolate in any way children with disabilities. Adjustments to the physical environment of the school are included in Part II of the Accessibility Plan. The aim of this plan is to improve progressively physical access to all parts of the school buildings enabling children with specific physical disabilities to experience the full range of curricular and extracurricular opportunities available.

During the next few years the school is taking considerable steps to facilitate access to its buildings and sites to enable disabled members of staff to carry out their teaching duties and disabled pupils to attend their lessons. The historic buildings our school consists of, are situated on a large site and are, in many cases, on two storeys, which make this a very difficult and expensive process.

Classrooms: See audit in Part II for further details. This audit is referenced during fortnightly health and safety meetings where appropriate. A number of classrooms are based on the first floor, including those requiring specific facilities including design and

technology, home economics and science laboratories. Access to these subject specific classrooms is currently restricted and needs further development.

Other Facilities: See Part II for further details.

Toilets: See Part II for further details

Transport: St Hugh's has a fleet of minibus', some of which are accessible for wheelchair users.

### **3. Improving the delivery of information to disabled pupils**

The annual departmental review of health and safety will in future include specific reference to the needs of children with disabilities e.g. the re-positioning of whiteboards, improved lighting, access to IT. Recommendations will be considered by the Health and Safety Committee and incorporated into the annual maintenance development plan.

In discussion with parents all information sent out by the School will be made available in a format appropriate to the needs of the child and/or parents. The School is very happy to discuss with all parents the details contained within the 'Admissions Pack' which includes important information about School policies, rules etc.

### **4. Sharing Resources**

The School accepts that within the scope of the Accessibility Plan it will not be possible to make every part of the academic curriculum available to children with physical disabilities with immediate effect. Only over a period of several years will most parts of the school site become physically accessible. Over this period of development the School is willing to discuss possibilities for working closely with other independent or maintained schools to meet the needs of disabled children. These might include: providing transport to other schools for the teaching of specific subjects or making use of a specialist within another school. Such discussions would take place at an early stage prior to acceptance of a place to ensure that the arrangements put in place were appropriate and had the full agreement of all interested parties.

## Accessibility Policy Part II: Assessment of Current Accessibility of Main Buildings

<u>Curriculum Provision Spaces</u>	Current Status	Action Required	Outcome
<b>West Corridor</b>	<p>Accessible via a step at the entrance adjacent to Year 1, also at the opposite end of the corridor and at the outside door.</p> <p>Alternative indoor and outdoor routes are available.</p>	<p>Concrete ramp (made internally) needed at entrance adjacent to Year 1 classroom.</p> <p>Ramp required at opposite end of West Corridor.</p>	
<b>Kelham Block</b>	<p>Ground floor music practice rooms, IT room and music teaching room are all accessible.</p> <p>Disabled toilet is situated here. First floor classrooms (art and science) are only accessible via stairs.</p>	<p>Science labs are currently inaccessible to wheelchair users.</p> <p>Investigate the option of installing a lift.</p>	<p>As of 30/10/19 quotations averaged as £14,103 +VAT. To be considered in line with a whole school buildings audit which took place Summer 2021.</p>
<b>Library</b>	<p>Accessible via ramp access from outside.</p> <p>Also accessible from the Main Classroom Block.</p>	<p>None required.</p>	
<p><b>Home Economics</b></p> <p><b>Design and Technology</b></p>	<p>Accessible only via two flights of stairs.</p>	<p>Investigate the option of installing a lift.</p> <p>Possible relocation of home economics room to a ground floor room during future classroom moves, in line with SDP.</p>	<p>Quotations averaged at £14,293 (30/10/19). To be considered in line with a whole school buildings audit (Summer 2021).</p>
<b>Swimming Pool</b>	<p>Accessible via male changing rooms</p>	<p>Concrete ramps (made internally) will be needed at both ends of the boys changing</p>	

		rooms. Preparation to close off access to male changing rooms where needed. A concrete ramp (made internally) to replace the steps near the table tennis table for fire exit/visitor access through the sliding door.	
<b>Forbes Hall</b>	Accessible via paved pathway from rear car park and door adjacent to signing out desk. Disabled toilet located next to this access point.	Investigate installation of a hearing loop.	
<b>Sports Hall</b>	Accessible via entrance opposite rear car park, or entrance adjacent to Forbes Hall. Disabled toilets/showers/changing facilities for girls and boys accessible in the sports hall.	None required	
<b>Adventure Playground</b>	Accessible via paved path from rear car park or tennis courts. Once inside the adventure playground, the surface is rough (bark chippings) and would be suitable only for specific types of wheelchair. Equipment is at a range of heights, some of which is accessible to those in a wheelchair.	None required	
<b>Forest School</b>	Accessible via the games field and a narrow path only. In wet weather this would not be accessible for those with physical disabilities.	Investigate ways of making forest school accessible for those with physical disabilities.	
<b>Tennis courts</b>	Accessible to all, from rear car parks, main	None required.	

	teaching blocks or Early Years.		
<b>Classroom block (Prep School)</b>	Ground floor classrooms are accessible via entrance adjacent to the signing out desk, or via entrance opposite dining room using the ramp. First floor classrooms are currently inaccessible to those with a physical disability however teaching rooms can be rearranged to accommodate on a temporary basis where deemed appropriate.	Renew wooden ramp (made internally) outside the dining room. Add a concrete and wooden ramp (made internally) to the signing out desk door to aid access from outside in.	Wooden ramp renewed Summer 2021.
<b>Early Years Department</b>	A step prevents this department from being truly accessible. Currently all doors leading outside from this department are not fully accessible.	Concrete ramp (made internally) to butt up to the main entrance of the early years department. Small wooden ramp (made internally) to be fitted to the interior side of this door. Explore feasibility of replacing outside doors (3) for this department.	
<b>Non-Curriculum Areas</b>	<b>Current Status</b>	<b>Action Required</b>	<b>Outcome</b>
<b>Dining Room</b>	Accessible from classroom block via a wooden ramp and from the outside through the door opposite the dining room, using a concrete ramp.	Make a concrete ramp (made internally) for the outside door adjacent to the dining room. This ramp will allow easier access from the front.  Access meanwhile from entrance next to signing out desk.	
<b>Year 8 common room</b>	Accessible via the entrance adjacent to the signing out desk or the entrance opposite	Renew ramps already in place outside dining room, add ramps to entrance adjacent to	Dining room ramp replaced 08/21.

	the dining room via a ramp.	signing out desk.	
<b>Staff Common Room</b>	Accessible via the west entrance to the West Wing corridor (if a ramp is used).	Create a ramp for the west wing corridor. Two sets of ramps will be needed here. Outside contractors will need to be consulted.	
<b>Boarding House</b>	All boarding rooms are located on the first floor. Once on the first floor there might be access to the home economics room from one side and the upper (first) floor of the main teaching block from the other side.	Investigate suitable placement of a lift in order to maximise access to the first floor of boarding and classroom areas. Investigate likelihood of creating ground floor boarding accommodation.	See above for lift quotations NB likely to be higher now (Autumn 2021)
<b>Disabled toilets</b>	Located adjacent to the signing out desk (unisex) and in the Sports Hall changing rooms and on the ground floor of the Kelham block.	None required.	

## Implementation of the Action Plan

### A = Increasing the extent to which disabled pupils can participate in the school's curriculum

#### ISI Regulatory Standard Schedule 10 3.2 (a)

	Target	Action Required	Resources Required	Outcome	Target Completion Date
A1	Enable staff to increase their knowledge and understanding of the needs of disabled pupils.	Routine INSET training of Staff. Termly PLP review meetings following consultation with appropriate staff members.	Delivered by SENCO or outside professionals where appropriate	Flexible and inclusive approach to disabled pupils; success of disabled pupils (including prospective pupils) in examinations	Ongoing
A2	Review screening procedures available and identify regular opportunities for all staff to meet to discuss pupil progress throughout whole school.	Incas results to be disseminated and scrutinised. Pupil progress meetings, personalised learning plan review meetings and termly tracking to be used to monitor progress, together with standardised testing. Weekly pupil progress meetings to take place in Prep school. Weekly children meetings in EYFS/Pre-prep.	Teaching staff as appropriate in attendance at these meetings. Head of additional learning in attendance.	Pupils whose progress is causing concern are flagged, put on the initial concerns list (where appropriate), needs are assessed in detail so that support can be put in place. Half termly reviews of all pupils raised followed up by Head of Additional Learning in conjunction with form teachers.	Ongoing  Dyslexia Quest purchased (Nov 2020) as a new dyslexia screener. Links to external professionals established in order to widen screening procedures available including OT and sensory OT, SALT, EP.
A3	Monitor provision for pupils with additional needs across all subjects, especially in Games and PE	Where contact sport is not possible, provide alternative sports arrangements in line with pupil needs.	Trained staff to deliver alternative arrangements.	Flexible and inclusive approach to disabled pupils	Ongoing
A4	Develop school resources for speech and language assessment and support in the early	Develop assessment resources with which to pinpoint precise speech and	Up to £450 for Early	School possess suitable, detailed screening for	UPDATE AUTUMN 2021: Assessments from First

	years.	language needs (especially in the Early Years). Identify resources which can be usefully applied by staff in the Early Years or by the Head of Additional Learning, to meet a wider range of speech and language needs arising in the Early Years.	years and £450 for Primary age phase.	speech and language needs, avoiding lengthy delays due to outside referrals and making a positive impact on progress and curriculum access.	Call and SALT Speech sound assessment used regularly to make successful referrals for specialist help. Private SALT visits weekly to work with children and advise on assessment.
A5	Review accessibility of practical subject resources (e.g. DT, home economics, art)	Head of learning support, together with Director of Studies to ensure any adaptations to resources for e.g. cutting equipment or cooking equipment, are accessible to any child with additional learning needs.	Up to £100	All children able to participate in practical subjects regardless of most additional needs.	This is ongoing, depending on the needs of individual pupils.

**B = Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.**

*ISI Regulatory Standard Schedule 10 3.2 (b)*

	Target	Action Required	Resources Required	Outcome	Target Completion Date
B1	Provide accessible disabled toilet facilities to pupils and visitors	Currently disabled toilet facilities are provided in the sports hall, pavilion and adjacent to the signing out desk.	None	Modification of disabled facilities to facilitate independence.	Autumn Term 2019 Adaptations made to enhance independence of disabled user.
B2	Improve physical access to first floor classrooms in the main teaching block and in the Kelham block, also to the DT room.	Internal grounds team to construct ramps as detailed in the audit above (both external concrete and internal wooden ramps).	Materials as required. Time for grounds staff to construct	Modification of all identified access points, enabling accessible routes for all, around and throughout the school.	September 2022

		<i>Consultation with lift companies to investigate the possibilities of installation in the Kelham block and /or in West Corridor.</i>	<i>ramps. Consultation time/sit visits with PH /KWa</i>	<i>Finalised quotes to be drawn up for consultation with the Governors.</i>	<i>Spring 2020 Quotes from Autumn 2020 to be considered in line with full buildings survey undertaken Summer of 2021.</i>
<i>B3</i>	<i>Provide accessible medical accommodation including disabled toilet and wash facilities.</i>	<i>Investigate the possibility of providing accessible medical accommodation on the ground floor, next to the disabled toilet. Price chairs/folding bed or other appropriate equipment for this space. as an interim measure.</i>	<i>Time to gather quotes/for site visits.</i>	<i>Purchase suitable equipment where budget allows. Outline a detailed quote for any works needed.</i>	<i>Autumn 2021</i>
<i>B4</i>	<i>Install hearing loop in the hall.</i>	<i>Hearing loops for children are generally not recommended, however due to Part M of Buildings Regulations, together with Disability Discrimination Act 1995, we have to make reasonable adjustments for others using the space. As an estimated 15% of people suffer some hearing loss, it is important that this is investigated.</i>	<i>Contact with electrical engineers regarding a feasibility study into fitting a hearing loop.</i>	<i>Costs and duration of work to be confirmed by specialists.</i>	<i>Summer 2020  UPDATE: Due to COVID 19 and restrictions on adults on site, this is not an immediate priority. However, it should be added to the school wide buildings survey carried out Summer 2021.</i>

**C = Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.**

*ISI Regulatory Standard Schedule 10 3.2 (c)*

	<b>Target</b>	<b>Action Required</b>	<b>Resources Required</b>	<b>Outcome</b>	<b>Target Completion Date</b>
<i>C1</i>	<i>Ensure availability of written materials in alternative formats.</i>	<i>Use of coloured backgrounds and different fonts (minimum of size 14 calibri or arial, double spaced) to aid dyslexic pupils.</i>	<i>Minimal cost – TA and T knowledge and</i>	<i>Delivery of information to disabled pupils is improving.</i>	<i>Ongoing ALL staff reminded during INSET training of the need to make written materials</i>

		<i>Larger font for all school publications where requested.</i>	<i>expertise.</i>		<i>accessible.</i>
<i>C2</i>	<i>Ensure appropriate software is in use to aid the use of computers by disabled pupils</i>	<i>Clicker 7 purchased for use in English, Languages and Humanities lessons (plus others where appropriate). Training for staff on the application of Clicker 7 to be timetabled at regular (annual) intervals or more regularly as required.</i>	<i>Chromebooks to be available when needed for specific pupils. Further chromebooks to be sourced if necessary.</i>	<i>Delivery of information to disabled pupils is improving.</i>	<i>Clicker 7 purchased for specific children Spring term 2020 and staff trained. Throughout lock downs, greater use of embedded assistive technology was made. This was deemed more effective when using google classroom by the users (children and teachers) than additional programs such as Clicker 7. Continue to monitor this going forwards.</i>
<i>C3</i>	<i>Improve delivery of information to all children with special educational needs.</i>	<i>Regular training and awareness sessions featured as part of ongoing INSET plan. Quality First Teaching embedded across the school.</i>	<i>STT hours for INSET where appropriate Time during INSET</i>	<i>Delivery of information to all children is improving.</i>	<i>Autumn 2021 - update - Word aware (vocabulary) training planned Spring Term 2022.</i>
		<i>Employment of teaching assistants regularly revised to maximise the support available to those children with additional needs.</i>	<i>Time to adapt timetable after provision mapping.</i>	<i>TAs will be utilised effectively across the school to enhance and support learning of all pupils.</i>	<i>Ongoing (revised weekly where necessary in light of meetings held).</i>