

Accessibility Policy

1. **Introduction.** In 2010 Equality Act came into force, which prohibited all service providers from treating disabled people less favorably than other customers and required all service providers to make reasonable adjustments to aspects of their service to deliver access to disabled people. Under the Act disability is defined as 'A physical or mental impairment which has substantial and long-term adverse effects on the ability to carry out normal day to day activities'
2. At St Faith's we have a responsibility to consider the needs of pupils, staff, and other users of school facilities. This includes the examinations and assessments, the curriculum design, the learning facilities, the residential accommodation, the extra-curricular activities, the training of staff, access to the site and access to buildings on the site.
3. The School has a Policy on Learning Support, in line with the Education Act 1996 and the Children's and Families Act 2014, which is closely linked to this Policy.
4. The school also has a Data Protection Policy, which aims to comply with the Data Protection Act 1998, which is closely linked to this policy.
5. The School has set up an Accessibility Policy Review Committee to ensure that the School fulfills its legal responsibilities. The Committee consists of:
 - Deputy Head Academic
 - The Director of Pastoral Care
 - The Bursar
 - The Head of the Pre Prep
 - The Head of Learning Support (Chair)
 - Head of Activities
 - Accessibility Governor
6. It also has the power to co-opt any member of staff whose skills and expertise might help in fulfilling its brief. The Committee's terms of reference are:
 - a. To review the school's policies, procedures and facilities as they are likely to affect pupils, staff and prospective pupils and other users of the site who are disabled.
 - b. To make recommendations with a view to improving the accessibility of its education to pupils and prospective pupils with disabilities by means of reasonable adjustments and by planning for the future, together with improvements to the physical access to the site for all users.
 - c. To review the Accessibility Procedures and plan to ensure all are working effectively.
 - d. To ensure awareness and observance of the current provisions on the Accessibility Plan throughout the school.
7. The Committee reports to the Governing Body once a year.

J Davenport
Deputy Head

1. Accessibility Procedure.
2. Accessibility Plan.

Accessibility Procedures

School Context

St Faith's is a selective co-educational School. Its Methodist Foundation and Mission Statement inform all aspects of school life and establish the individual to be at the heart of the community.

The academic life of the School is central. The guiding principle is whether or not a pupil will be able to cope with the academic demands and structure of school life at St Faith's. The school must feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her ability and in line with the general standards achieved by the pupil's peers. It is only in this way that the pupil will emerge from the school confident and enriched.

Standards of teaching at St Faith's are very high and care is taken when appointing staff to employ skilled and dedicated professionals. These teachers work hard to give pupils individual attention. They are supported by Teaching Assistants in the Pre Prep and Years 3 and 4. Other assistants work in specific departments providing extra help, either to extend or support. Every week teachers in Years 3 to 8 meet to discuss the individual needs of children causing academic or pastoral concern. This information is then published to all teaching staff.

The community of St Faith's from Years 3 to 8 is based on Houses and in the Pre Prep on tutor groups. Each house is run by a Head of House, led by the Director of Pastoral Care. The intention is to provide all the care that is reasonably possible within the house structure.

The School's buildings have developed over the past 132 years. They are a mixture of purpose built and adapted accommodation. While every effort is made to adapt and modernize facilities, the nature of some of the buildings can lead to inflexibility in usage (for instance it is not usually possible to install lifts). In addition, the school has fixed teaching areas for most subjects, based on the principle that it is invaluable to centralize subject facilities. This requires pupils to go from classroom to classroom, often up steps or stairs without lifts.

It is not hard to conclude that any pupil with impaired mobility is going to be put at a disadvantage by these problems, if not prohibited altogether from access to some or all of the educational facilities the school offers. Nor can these matters be reasonably remedied without making major alterations to physical features of the school at prohibitive cost. Even the fruition of long-term plans can only help to ease, rather than solve the problem.

Practice

A Accessibility Policy Review Committee

Deputy Head Academic
The Director of Pastoral Care
The Bursar
The Head of the Pre Prep
The Head of Learning Support (Chair)
Head of Activities
Accessibility Governor

It also has the power to co-opt any member of staff whose skills and expertise might help in fulfilling its brief. The Committee's terms of reference are:

- (1) To review the school's policies, procedures and facilities as they are likely to affect pupils, staff and prospective pupils and other users of the site who are disabled.
- (2) To make recommendations with a view to improving the accessibility of its education to pupils and prospective pupils with disabilities by means of reasonable adjustments and by planning for the future, together with improvements to the physical access to the site for all users.
- (3) To prepare the school's Accessibility Plan every year.
- (4) To review the Accessibility Procedures to ensure all are working effectively.
- (5) To ensure awareness and observance of the current provisions on the Accessibility Plan throughout the school.

The Committee normally meets twice a year. The Chair arranges the meetings and circulates the minutes.

B Accessibility Plan

The Accessibility Plan highlights the current provisions made by the School to improve accessibility and also highlights the plans for the future to improve future provision for accessibility. This plan includes a comprehensive list of school objectives for improvements to facilities in the immediate, short, medium and longer term to improve physical access to the site.

C Pupils applying to the School

Parents are asked, prior to assessment, for information on any disability that may affect performance or mobility, including reports from Educational Psychologists. In assessing any pupil or prospective pupil, the school may take such advice from the Learning Support Department, previous settings and/or outside agencies and require such assessments as it regards appropriate. Subject to this, the School will be sensitive to any requests for confidentiality.

D Procedures once a pupil has accepted a place at the school

- The Head of Learning Support is to be notified of any known accessibility issues.
- When house/tutor group allocation is confirmed, information about pupils' needs are given to The Head of Learning Support, The Head of the Pre Prep or The Director of Pastoral Care.
- The pupil is raised at a meeting of the Accessibility Committee if needed.
- The Head of Learning Support contacts new parents with a reminder of the procedures of the Learning Support Department and to arrange a meeting before the start of the year to discuss any necessary support measures.
- The Head of Learning Support liaises with the Deputy Head Academic, Director of Pastoral Care and Head of the Pre Prep to provide information prior to meeting parents at the start of the year and to teachers as necessary.
- The Head of Learning Support adds information to SIMS and adds pupils to the Learning Support List.
- The Deputy Head Academic and The Director of Pastoral Care update an individual concerns list for children in Years 3 to 8 every week.

E Procedures once a pupil is at the school

Those already identified with a pre-existing accessibility need:

- The Head of the Pre Prep or HoH will talk to parents of all such pupils as soon as term begins (or in holiday) to clarify existing information. The Head of the Pre Prep, Head of Learning Support or the Health Centre ensure that the information is updated and on SIMS.
- An annual review of information on SIMS and the level of support needed are undertaken by the Head of Learning Support.
- All children on the Learning Support List are reassessed regularly and parents are informed about the outcome of those assessments.

Those identified after joining:

- Support is typically provided initially in Pre-Prep and Years 3 and 4 by teaching assistants already in class where possible.
- In the Pre Prep, children are referred for investigation by Learning Support by teachers if it is felt to be necessary.
- Regular tests in Years 3 and 4 (and higher Years as needed) identify approximately the lowest 25% for Wave 2 (small group) support. Observation by TAs and Learning Support teachers identifies children unable to respond well within small group – approximately the lowest 25% of the small group – for Wave 3 (individual) support.
- Screening by the Learning Support department takes place to ascertain the possibility of the following learning barriers: Auditory processing; Tracking / visual; Language disorder; Specific literacy difficulty; and Dyspraxia. Referrals are made to outside agencies as needed and

recommendations from outside agencies inform individual Learning Support programmes and are fed back to small-group teachers and class teachers. The Learning Support Department may provide 1:1 sessions in School for up to 2 sessions per week usually for a maximum of three years. Progress of children continues to be monitored by class teachers. Further information can be found in the Learning Support Policy, under the section titled, 'Co-ordinating arrangements'.

- The Head of Learning Support attends the handover meeting between Pre Prep and Year 3 teachers. A handover meeting between Years 4 and 5 is critical and attended by all relevant teachers.
- Teachers can make referrals to Learning Support with the guidance of their HOD, with particular attention being paid in this respect to those children *not* in the lowest 25%, but whose profile may suggest a specific learning difficulty or barrier to learning.
- Booster courses to cover basic skills may be run as needed including in Year 8.
- Class lists for cover should include indications of particular strength or weakness and any special needs.
- Parents should be informed if their child is in Wave 2 or above, and the Learning Support Department liaises regularly with the parents of all children on the Learning Support List.
- Any further Medical, Pastoral, Behavioural and Dietary issues raised through the Head of the Pre Prep, Director of Pastoral Care, or The Health Centre will be added to SIMS.

F Procedures for staff applying for jobs

All applicants for positions at the school are required to fill in a generic application form (some parts are altered depending on the nature of the job). There are standard questions on each application form that enable the school to make the necessary adjustments to provide the required access for all potential candidates. On receipt of the form the person(s) scrutinising the applications will then take the appropriate steps. The forms are updated by the Bursar.

G Procedures for trips and visits

For overnight trips the lists of Allergies and Medical Conditions have clear advice and procedures to be followed to ensure all pupils with Individual needs are catered for. These lists are available on SIMS. Where trips or visits are not accessible to pupils, due for example to injury, alternative activities will be provided wherever possible in school.

H Procedures for external users of the site

- The key points of contact are the Bursary Staff who know and understand accessibility arrangements for external use.
- All booking forms clearly refer to the accessibility requirements of the particular facility.

I Procedures for visitors to the site

- All visitors to the site should go to School Office to sign in and be provided with a Visitor's Badge; red lanyards indicate those who must be accompanied, whilst green are for those visitors who have appropriate safeguarding checks in place and do not need to be escorted.
- Bursary Staff (external users) and the Registrar (perspective parent visits) are the main points of contact for any accessibility needs.

J Procedures for after-school activities

- Procedures are provided in the school Co-Curricular policy. This states that reasonable adjustments will be made where possible in order that all children can have the opportunity to access the programme.
- The child's tutor should inform The Head of Activities, who will in turn advise external activity providers of any medical, pastoral, behavioural, dietary or learning difficulties which might impact on the activity in order that they make reasonable adjustments if possible, to include the child.
- Bursary staff will check that external personnel running an after school activity have in-date first aid/severe allergy training and are aware of school procedures for dealing with injury or medical emergency, including telephone access to the late stay supervisor.

K Procedure for returning to school after time away

- In the case of a child returning to school following an injury, the HoH or Director of Pastoral Care will contact the child's tutor and class teachers to make arrangements for alterations to timetable and access to rooms using alternative routes. Further information can be found in Appendix 3 of the Pastoral Behaviour and Discipline Policy.
- In the case of a member of staff returning to work following an injury, The Deputy Head, Bursar or Head of Pre Prep will conduct a return to work interview and make recommendations for any necessary alterations.

L Staff Training

- Staff training on matters relating to individual needs and accessibility needs, including medical needs, are listed on the Accessibility Plan as ongoing actions.

Accessibility Plan

Ethos and Aims of St Faith's

St Faith's aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an admissions policy and criteria (available to view on our website) which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school as our mission statement states, St Faith's provides a broad, inclusive and inspiring education for children up to the age of 13 through a diverse and stimulating curriculum and a cherishing Christian environment which values the diversity in society and welcomes children from all religious and cultural backgrounds.

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. Recently we have provided a mobile ramp to ease access to areas such as the Surgery.

We provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

Context

As at September 2017 St Faith's has no pupils with a Statement or an EHC plan. There are 103 children in the SEN Support Category, no Looked After Children (LAC) and 125 children have English as Additional Language (EAL).

We have 48 pupils with specific or diagnosed difficulties. These include neuro-developmental difficulties, dyslexia, dyspraxia, visual impairment, hearing impairment, non-verbal learning difficulties, auditory processing difficulties, speech and language needs including pragmatic language difficulties and social communication and emotional needs, including ASD and ADHD etc. We have 1 child with Epilepsy and 1 child who is insulin dependent.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of St Faith's. We have staff with medical disabilities including MS and all staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

We will regularly monitor the success of the plan and it will also be reviewed annually by the governing body and the school's disability policy review committee (as above).

Action Plan

The following has been carefully considered by the school's disability policy review committee and is regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The results of St Faith's continuous monitoring of the above has informed the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

Accessibility Plan

Schedule 10 of The Equality Act 2010 requires schools to have a three-year accessibility plan.

Accessibility Plan Content

The accessibility plan shows how we will:

- Increase the extent to which disabled pupils (including those with learning difficulties) can participate in the school's curriculum;
- Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled

- Improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.