



SOMPTING ABBOTTS SCHOOL

DISABILITY ACCESS POLICY THIS POLICY IS FOR THE WHOLE SCHOOL INCLUDING EYFS

This policy, which will be reviewed in 2021, has been written in response to the Equality Act 2010 and provides planning for SENDA inclusion in all areas of the curriculum.

Definition:

The definition of a disabled person (The Equality Act 2010) is

“A person (P) has a disability if—

- (a) P has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on P’s ability to carry out normal day-to-day activities.

For the purposes of this policy, disabled pupils may include pupils with physical, mental or sensory impairments, pupils with learning disabilities and pupils with impairment by long-term or serious illness or condition.

The responsible body for Sompting Abbots School are the School Directors. In order to protect current and prospective pupils from discrimination under the terms of the Act, disabled pupils accepted into the school are treated as favourably as other pupils. The particular circumstances of any disability must be taken into account.

The purpose of this policy is to ensure that any pupil with special needs is provided with a fair opportunity to education at Sompting Abbots School where possible.

On Entry to the School

Academically, Sompting Abbots is partly selective and there are academic papers on entry (for pupils in NC Years 2 and above) to ensure that new pupils are capable of meeting academic standards and that Sompting Abbots has suitable structures to cater for them educationally. For example, all Year 7 and 8 pupils study towards Common Entrance and must be able to cope with the attendant academic rigours.

Provided that prospective pupils succeed in the entrance papers, they can qualify for entry to the school. The school reserves the right to deny entry on the basis of a child’s academic standard (this is a permitted form of selection) and decisions are made on an individual basis. Children entering the Main School from the Pre-Prep also have to meet academic requirements.

It might be that a prospective pupil’s behaviour – for whatever reason – poses a risk of severe disruption of the learning environment for other pupils and for this reason the school can decide not to admit a prospective pupil.

Factors that may be taken into account when making an initial assessment include:

- Maintaining the school’s standards
- Resources
- Costs

- Practicability
- Learning support provision
- Health and Safety

The School applies these criteria to all potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his disability.

The duty to take reasonable steps or adjustments is owed to all disabled pupils, and the School has therefore to anticipate needs. The School recognises its duty to consider the broad range of needs and requirements of all pupils, current and future, and accordingly to plan and make changes to policies, procedures and practices, to ensure that disabled pupils will not be placed at a disadvantage.

In making reasonable adjustments and in drawing up accessibility plans to improve access over time, the School will take into account its own resources, the health and safety of all pupils, the practicalities of making adjustments and the interests of other pupils in the school

It may be that a prospective pupil has a specific disability that means a reasonable opportunity to succeed in the entrance tests requires special arrangements of some kind. Sompting Abbotts' registration form requests that parents declare such needs so that we can provide appropriate support and conditions during the test.

Disabilities might include physical or sensory impairment and might affect mobility, dexterity, physical co-ordination, continence, ability to move everyday objects, speech, hearing, eyesight or perception of risk. It is unlikely that children with mental illness, behaviour difficulties or severe learning difficulties would be accepted due to the academic selection in operation at Sompting Abbotts. However, children for example with diabetes, asthma or arthritis could be pupils at the school.

At School

This policy sets out the adjustments that Sompting Abbotts regards as reasonable when considering accommodating a pupil with specific needs. We will do all that we reasonably can to cater for pupils in our care. Sompting Abbotts will not discriminate on grounds of physical disability, although there will be cases for which we cannot reasonably cater. If it is possible to make practicable changes that will not prove too disruptive to the workings of the school, and if these can be done at a reasonable cost then we shall be happy to make such reasonable adjustments to accommodate the child.

In the first instance, we look for positive ways to overcome difficulties and if the child is of a suitable academic standard for Sompting Abbotts and there is space in the year group then we discuss the case in school and with parents.

The following aspects will need to be carefully considered:

- Preparation for entry into the school
- The curriculum and timetabling
- Teaching and learning (differentiation and use of auxiliary aids and services)
- Medical issues
- Classroom organization and grouping pupils
- Interaction with peers
- Prep
- Access to school facilities
- Special activities such as visits and trips
- Meals, sports, break times, clubs and activities
- Working with other agencies
- School policies (bullying, exclusion ...)
- Preparation for the next phase of education

Reasonable Adjustments – a Checklist

A pupil might be subject to disabilities that are health related. They could be affected by physical disability, mental, visual or hearing impairment. They might suffer from a syndrome of deficit that affects their general conduct and ability to follow school rules without disturbing others significantly. The school has to balance at all times not only the interests of individual children but also the welfare of the school community as a whole.

When it becomes apparent that a child needs special treatment, Sompting Abbots will consider the following factors in coming to a decision about accepting or retaining the child. The situation will be discussed with parents.

Although blind and deaf children would have difficulty in accessing the curriculum, provision could be made to enable partially sighted and hard of hearing children to lead fulfilling lives at Sompting Abbots. Any other disability that did not include severely restricted mobility (e.g. epilepsy) would not disadvantage a child from gaining complete access to the curriculum.

Awareness of Policy

Parents and staff should know that the school has an equal opportunities policy and is committed to equality of opportunity for all its pupils. Parents may ask for this policy from the school office, it will be uploaded onto the school's new website, in place for September 2013. This policy is part of the Sompting Abbots School Staff Handbook, and also available for reference on the shared staff network file Teachershare.

Learning Support Policy

There is a more detailed policy dealing with provision for learning support available for parents and staff to read.

Staffing

Will staff need training in order to cope with the pupil? (If so, how much time will this take up?)

Medical/educational

Will extra staff be required to cater for the child?

One-to-one assistant? Learning support staff? Help in certain subjects? Number of hours per week? Involvement of School First-Aiders?

Is there a professional liaison officer/expert advisor available to advise staff?

IEP/Action planning

Resources

Will the pupil require special equipment?

Individually/in each teaching area e.g. ICT, furniture, signage

Will physical adaptations be required for access?

Which areas are inaccessible?

Health and Safety

What risks?

Finances

Who will pay for the adaptations?

Parents/school/shared

Timetable

Are there timetabling repercussions?

Are all subjects suitable for the pupil?

Sports/music/ADT/drama/science

Class to be downstairs whenever possible/short distances between teaching areas.

Other Pupils

What effect will the new pupil have on other pupils?

Distraction/less teacher time/enhance their experience/guardianship and peer supervision/will the other children need to be prepared?

Other

Special catering arrangements?

Is the case likely to attract media attention and will school need preparation for this?

What effect will the admission of this pupil have on school standards?

Decisions

If a decision is taken not to admit the child, parents can appeal to the school Directors .

Three year plan 2018-2021

| | | Objective | What | How | When |
|-------|---|------------------------|----------------|---------------|---------|
| Short | 1 | Ensure compliance with | Staff reminded | Staff meeting | 2018-19 |

| | | | | | |
|-------------|---|---|---|--|---|
| Term | | EA and Code of Practice | of requirements and obligations of EA, and of the Accessibility Plan | | Academi |
| | 2 | Continue to improve availability of written material in alternative forms | To ensure that parents and pupils know that policies and handbooks, etc, are available in printed form or via the website. School LSCO to look into ways of providing information for pupils in different formats, e.g. tape recordings. | Handbooks to be available in these different formats LSCO to liaise with headmaster | 2018-19 Academi Autumn : 2018-19 year. |
| | 3 | Continue to improve provision for children with Special Educational Needs | Review approach to helping the less able children Review teaching of Latin for children with difficulties Investigate use of LUCID dyslexia testing with all new children | | Academi 19 |
| | 4 | Review access to each building | | | |
| Medium Term | 5 | Improve working environment for pupils with auditory impairment | (possible starting point juniorlibrarian.net software which contains resources for children with hearing difficulties) | Seek advice | Academi 20 |

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|-----------|----|---|---|--|------------|
| | 6 | Improve working environment for pupils with visual impairment | Incorporate appropriate colour schemes when refurbishing, and ensure projectors for whiteboards are user-friendly Ensure that IWB's (currently in all classrooms) are at an appropriate height, and that increasingly they are able to move up and down. | Seek advice from building surveyors Audit the IWB's and their brightness; ensure good black-out blinds are in lighter areas | Academi 20 |
| | 7 | Review access to each building | Ramped access to main Entrance | | Academi 20 |
| | 8 | Engage with Senior Schools | (esp. Woodard Group-Lancing College etc) re: Paper 2 CE in Maths/Eng/Sci-this needs clarifying if less able can work on Foundation French? | | Academi 20 |
| Long Term | 9 | Look at range of specialist equipment available | | | Academi 21 |
| | 10 | Review access to each building | | | Academi 21 |

Signed: S. J. Douch

Date: 01/05/2018