



Devonshire House School

DISABILITY EQUALITY SCHEME AND
ACCESSIBILITY PLAN

2015 - 2018

This policy applies to the whole school and includes the Early Years Foundation Stage.

This policy succeeds the policy written to cover the period 2012-2015 and was implemented from March 2015.

For the purpose of this plan disability is defined as any circumstance which means that a student is unable to access the full curriculum and/or restricts a student's ability to take part in normal day to day school activities.

Devonshire House is committed to Equal Opportunities irrespective of gender, (pregnancy or maternity if appropriate) disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability.
race, colour, creed or impairment.

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Introduction

This policy should be read in conjunction with our EQUAL OPPORTUNITIES, SEN AND EARLY YEARS POLICIES.

This plan is written with due regard to the guidance of Schedule 10 of the Equality Act 2010 and also the SEND code 2014.

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

This plan sets out the proposals of the School to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act including those with Special Education Needs.

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

The school's accessibility plan will be resourced, implemented, reviewed and revised as necessary. Action plans showing how we will address the priorities identified in the plan follow.

Vision and Values

Devonshire House Preparatory School has high ambitions for all of its pupils and expects them to participate and achieve in every aspect of school life.

We are committed to equal opportunities and inclusion for all members of the school community. The school aims to:

- set suitable learning challenges;
- respond to pupils' diverse needs;
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

We welcome all pupils and staff, and are committed to ensure that no student or member of staff experiences inappropriate discrimination because of difficulties arising out of gender, pregnancy or maternity, disability, race, religion or belief, cultural background, special educational need, sexual orientation, gender reassignment or academic or sporting ability. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability. This is reflected in our admissions policy.

Definition of Disability

All pupils who are defined by the EQUALITY ACT as being disabled have, under the disability discrimination planning duties, an entitlement of accessibility to our school. We therefore have a general duty to improve the accessibility of our school for disabled pupils.

The EQUALITY ACT defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’ (see definition below of normal day-to-day activities).

Physical or mental impairment includes sensory impairments and also hidden impairments. In the EQUALITY ACT ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months. The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Disability and special educational needs

The children and Families act 2014 defines children with Special Educational Needs to include pupils with significant greater difficulty in learning than the majority of children of his or her age, or a disability which means that a pupils cannot make full use of the general educational facilities provided for pupils of their age. Many children who have SEN will also be defined as having a disability under the DDA. It is likely that many of the pupils who have SEN and a statement or who are at School Action Plus will count as disabled. However, not all children who are defined as disabled will have SEN.

For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Possible overlap of SEN and EQUALITY ACT disability definition for children and young people

| Special Educational Needs | Both SEN + Disabled | Disabled |
|---|--|--|
| Mild dyslexia Emotional Behavioural Difficulties (EBD - social factors) Mild Dyspraxia Minor speech impairment Mild Learning difficulties | Motor Impairment (long term) Learning difficulties Hearing impairment / Deaf Visual Impairment/Blind Incontinence Significant Dyslexia Epilepsy Non-verbal ADHD Autism EBD (factors other than social e.g. medical conditions/mental health) | Asthma Diabetes Cancer recovery Mental health issues Disfigurement Eating disorder Lack of limbs Sickle Cell Anaemia Gross Obesity Very Short Stature |

Information about the School

Devonshire House Preparatory School is a co-educational Independent Prep School. The school is housed in four building on two sites, catering for boys and girls from 2-13. The School is selective and most of the children are of above average ability but some have special educational needs. 16 pupils on School Action Plus and a further 12 on School Action of the SEN Register.

Disabled pupils currently in school have the following needs:

- Attention Deficit and Hyperactivity Disorder (ADHD);
- Hearing impaired
- Laptop users after recommendation by Educational Psychologist
- Occupational Physiotherapy needs
- Specific Learning Difficulties (Spld - including Dyslexia and Dyspraxia);
- Speech Language and Communication Needs (SLCN);
- EBD

Currently all pupils in school are mobile.

The school's strengths and weaknesses in working with disabled pupils

All staff have experience of working with a wide range of disabled pupils. Training is provided through a cycle of staff INSET to raise awareness of needs and also of strategies for effective classroom practice in meeting needs.

Every teacher contributes to the development of IEPs. These contain information on each pupil with special needs/disabilities and outline their strengths, difficulties and strategies for supporting them in the classroom. A support pack with advice from SENCo on strategies for dealing with children with IEPs is given to all staff. It also contains further information and guidance on a range of needs (ASD, ADHD, SpLD etc) and gives ideas of how best to support pupils with these needs. This information is updated annually and issued to staff at the beginning of the school year. In addition, updated information is issued to staff as appropriate, following Annual Reviews.

The Academic Deputy Head is the named teacher responsible for the access arrangements and is the coordinator for liaison with a range of Outside Agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These agencies include:

- Learning Support;
- Speech and Language Therapy Service;
- Occupational Therapy / Physiotherapy Service;

For Early Years the Deputy Head Early Years and for Junior School pupils the Junior School Deputy Head organises the day to day contact with the agencies. The Headmistress will liaise with staff from other schools where children with additional needs transfer to us and ensures close liaison with parents and staff to ensure that all relevant information is passed on and any appropriate adjustments and preparations can be made for the pupil.

All disabled pupils follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits. Disability awareness is actively encouraged through PSHEE and Assemblies.

Subject Coordinators have an effective bank of resources to ensure that all work is appropriately differentiated and accessible to all pupils. However, further work is planned in this area through training and INSET.

The physical layout of the school presents some difficulties for non-mobile pupils. In particular it may not be possible for them to access the first or second floors in the main building, but where necessary, the timetable can be adjusted to provide a ground floor room. Portable ramps to allow wheel chair access as required are available. There are also disabled toilet facilities at No 2 Arkwright Road.

Devonshire house Preparatory School
Accessibility Plan 2015-2018

Strand 1: Improving the experience of disabled pupils joining the School

| Task | Actions | Responsible | Timescale | Monitoring | Outcomes |
|---|--|--------------------|------------------|-------------------|--|
| Clear information obtained from parents | Updated information gathering form in place | HR | Sept 2015 | SP | More detailed information from first contact |
| Monitoring of current use of IEP's and Educational Psychologist reports | Review efficacy of database and systems for disseminating information | PS and AL, SP | Review Sept 2015 | SAM | Clearer spread of information on Physical, Learning and other Special Needs New database Sept 2015 includes better access for all staff 2016 Increased use to record and update and track progress |
| Information on new students passed to School Nurse, Deputy Heads as necessary. | Information passed to relevant member of Senior management or Welfare staff | HR | Ongoing | SP | Improved information for key staff Ongoing |
| Regular meetings between parents of children with disabilities and key staff held | Set up and minute meetings, distribute minutes to key staff including form and subject teachers. | RV, AR, TD and SAM | Ongoing | SAM | Improved information for key staff and from and subject staff, allay parental concerns Ongoing 2016 developed use of new database allows more access more quickly |

| | | | | | |
|--|--|--------------------|---------|----|---|
| Plans for individual children drawn up including special programme for first day | Disability IEPs in place for relevant pupils | AL, PS, ND and SAM | Ongoing | SP | Improved introduction to School for pupils. More parental involvement Ongoing |
|--|--|--------------------|---------|----|---|

This programme is to be reviewed in January 2018

Strand 2: Increasing the extent to which disabled pupils can participate in the school curriculum

| Task | Actions | Responsible | Timescale | Monitoring | Outcomes |
|--|---|-------------|--|------------|---|
| Updated staff training on differentiation and Special Educational needs | INSET organised | SAM | January 2016 | SP | Update staff awareness June 2016 training provided for ADHd and Autism |
| Dyslexia friendly mind mapping software purchased and implemented across the curriculum | Purchase Tony Buzan mind mapping software, demo to staff and give training | PS, SP | Sept 2015 | SP | Better provision for all pupils and specifically those with kinaesthetic learning patterns Feb 2016 LA training and support provided |
| A phased review of policies to include disability access Focus on mathematics support 2015-2016 PE and games Summer 2015 English 2016- 2017 | HoDs and SMT | SP | By Spring 2016 | SP | Improved disability access to the curriculum and greater support of pupils |
| Improve initial evaluation of individual children's needs by monitoring of INCAS system | Termly meetings to assess and follow up | | Ongoing | SP, AR | Improved evaluation and faster referral where appropriate 2016 new baseline linked across - review of tracking and assessment |
| Improve information to all teaching staff of individual children's needs | Summative assessment discussed at whole school meetings and disseminated for implementation in teacher planning | | Ongoing | SP | Improved awareness of individual children's needs |
| To review the range of learning resources that are accessible for students with different disabilities | Heads of department to conduct a review and identify areas of need | HoDs | Inset Jan 16 to focus on maths support | SAM | Improved provision for individual children |

| | | | | | |
|--|---|--------------|-----------|----|---|
| Improve extra curricular provision for those with disabilities | Audit the take up of activities by those with disabilities and discuss if this can be improved. Discuss with parents | SAM, AR, RV, | Sept 2016 | SP | Increased number of children benefitting for extra curricular activities. Sept 2016 Increased number of internal less physical |
|--|---|--------------|-----------|----|---|

Strand 3: Improving the physical environment:

| Task | Actions | Responsible | Timescale | Monitoring | Outcomes |
|--|--|------------------|----------------------------|------------|--|
| Three yearly audit of the School physical environment to assess possibility of improving disabled access | School audit | RV | Sept 2015 | SP | A careful audit of how access to the School facilities can be improved for those with physical disabilities. New audit to produce target areas. |
| Assessment of the audit | Audit to be evaluated and a further action plan put in place | SMT / Governance | Sept 2015 | Gov | An action plan for improving access. Access issues to be included in future planning and development |
| Should the plan identify changes to the environment for which planning consent is required then this will be applied for | Apply for planning consent | Governance | May 2016 | Gov | Planning permission held up until Summer 2017 |
| Building work planned | Plan building work to improve environment for those with physical disabilities | SP/ Governance | As appropriate to planning | SP | Planning permission held up until Summer 2017 |

| | | | | | |
|---------------------|---|----|-----------|----|-------------------------|
| Resources purchased | Resources purchased to improve environment for those with physical disabilities within the school | SP | July 2016 | SP | Ongoing review in place |
|---------------------|---|----|-----------|----|-------------------------|

This will be fully reviewed in January 2018 and an annual light touch review will take place each year to identify key steps and to adapt to the need of the current pupil body at the time

Policy Implementation

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|---|---|
| This Policy is the responsibility of the Headmistress, in consultation with the school Governance. | Date reviewed: 13 th July 2016 |
| Signed: | Date: |
| To be reviewed: | Full: January 2018 Light touch: September 2017 |
| This plan has been reduced as a result of a full review of all procedures following from the plan 2012 -2015. Copies of which are available on request. | |