

# Bloxham School



## 17b ACCESSIBILITY POLICY Incorporating Three Year Accessibility Plan

ISI	Part 3. Welfare, Health and Safety of Pupils and Other Legislation
NMS (if applicable)	16
Policy Owner	CEJL
Annual Review Date	H&S Meeting Summer Term
Next Annual Review Date	H&S Meeting Summer 2020
Website	No
Policy Last Updated	18.12.2019

### Three Year Accessibility Plan

ISI	Part 3. Welfare, Health and Safety of Pupils and Other Legislation
NMS (if applicable)	16
Policy Owner	Leadership
Triannual Review Date	Michaelmas Term
Governor Review Date	Council Michaelmas Term 2020
Website	No
Policy Last Updated	31.10.2017

### Review of Policy:

- 29.03.16
- 31.10.16
- 31.10.17
- 18.12.19

### Please read in conjunction with:

- Admissions Policy
- Anti-Bullying Policy
- Equal Opportunities Policy
- Risk Management Policy
- Special Educational Needs Policy (annually updated and in the Yellow Folder).

## DEFINITION

A child has special educational needs if he or she has a learning difficulty/disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions. (Code of Practice for Special Educational Needs and Disabilities 2014).

## POLICY STATEMENT

The Governors of Bloxham School recognise their responsibilities under the Special Educational Needs and Disability Act (SENDA) 2001, the Disability Discrimination Act (DDA) 1995, Equality Act 2010 and the duty to make reasonable adjustments for disabled pupils (in force since September 2012).

Bloxham School will:

- Make reasonable adjustments to the **physical environment** with the objective that disabled pupils, staff or visitors are not at a substantial disadvantage;
- Improve the **delivery of information** to pupils, staff, parents and visitors with disabilities;
- Increase **access to the curriculum** for pupils with a disability by making reasonable adjustments to assist those who have difficulty accessing the conventional curriculum.

## ADMISSIONS POLICY AND DISABLED PUPILS

Bloxham School is a co-educational day and boarding school open to pupils between the ages of 11 and 18. Our admissions policy states that:

Bloxham School admits pupils of a range of academic abilities, regardless of gender, race or creed, provided that they are judged capable of coping with the demands of a Bloxham curriculum, which will enable them to complete the Sixth Form and gain entrance to university. Students with Specific Learning Difficulties are admitted with the same proviso. Students with educational statements may be admitted with the same proviso as above and provided that it is judged that the school can meet their specific needs. The school will provide information to the local authority concerned to facilitate the annual review of each statemented pupil.

A student may be registered for the school at any time, although registration does not provide a guaranteed offer of a place. Twenty months before the expected point of entry the school will ask for reports and information from the student's current school, along with associated testing as necessary, before offering a place. If the student has Learning Support needs then a recent Educational Psychologist's report will be required and an interview will take place with our Head of Learning Support. In the year prior to entry, parents are normally asked to confirm the registration and pay the deposit; this is a binding contract between parents and the School.

Numbers of pupils at Bloxham are regulated very carefully to ensure that class sizes and the infrastructure associated with supporting pupils are optimised. It is our wish to retain quite a broad ability range, but we need to be sure that all pupils can thrive. To this end, assessments take place prior to a place being offered at all points of entry.

We welcome pupils with physical disabilities provided that they can cope with our site. There is good access to most facilities. Not all boarding houses are suitable for disabled access by nature of their historical layout

but the senior boarding houses (Seymour and Egerton for boys and Wilberforce and Raymond for girls) do have some disabled access. There is limited disabled access in the Lower School boarding house (Park Close).

We advise parents of children with physical disabilities to discuss their child's requirements with the School Registrar and the Head of Learning Support before he or she sits the entrance assessment so that we can consider whether we can make adequate provision. Parents should provide a copy of medical, occupational or psychology reports to support their request, for example for large print material or other special arrangements. The Head of Learning Support will be the link to any outside agencies who need to provide a service for a pupil. Where considered appropriate, advice and reports may be sought from outside agencies with consent from parents.

Applications for places will be considered on the basis that all reasonable adjustments can be made by the School to cater for the child's disability.

### ON ENTRY

Each pupil with a disability requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before he/she becomes a pupil at the school. We recognise that some disabled pupils may also require specialist support from our Learning Support Department, and we would expect to discuss this issue with parents before their child enters the school. A copy of the school's Special Education Needs Policy is available on request.

### EDUCATION AND ASSOCIATED SERVICES

We will, wherever possible, make reasonable adjustments to allow all pupils to access the full educational and learning experiences that the school provides, which include:

- curriculum
- extra-curricular activities
- dining
- interaction with peers
- assessment and exam arrangements
- preparation of pupils for their next phase of education or future work

However, under the reasonable adjustments duty, the School would also have to consider:

- the need to maintain academic, musical, sporting and other standards;
- the financial resources available to the School;
- the health and safety requirements – SENDA does not override the School's duties under health and safety legislation;
- the interests of existing and prospective pupils.

### LEARNING SUPPORT PUPIL PROFILES

Each pupil who has been identified by the Learning Support Department or an outside agency as having a specific learning difficulty or disability will have a Learning Support Pupil Profile drawn up by the Head of Learning Support. From this, advice is given to all teaching staff. Any advice from outside agencies will be included in the profile. The Learning Support Pupils Profiles are disseminated to all teaching staff in the Yellow Folder on Firefly, to help all staff understand and meet the needs of each pupil.

### ACCESSIBILITY PLAN

The School has prepared an Accessibility Plan for the period 2019 to 2022. This is shown at Appendix 1. It outlines the ways in which we plan to make our physical environment and the provision of information

progressively more accessible to disabled pupils, parents and visitors within the limitations of our setting so that they can take advantage of the educational and associated services offered by the School.

This plan will be reviewed on an annual basis and whenever any significant physical or programme changes are being considered that may impact on access to our facilities. In reviewing this plan, the School will monitor and evaluate:

- The effectiveness of the policies and accessibility plan during the previous year.
- The need to amend targets for the next school year.
- The need to revise the School's policies or accessibility plan.

#### OTHER ADJUSTMENTS

We are willing and able to make reasonable adjustments for staff and students with particular needs. These have included within the last three years PEEP prepared for four students: which ..... the provision of a beacon for a deaf pupil in boarding house

- arranging for children to use specialist laptop computers in classes and exams;
- disabled toilet facilities are provided as part of refurbishments (most recently White Lion Sixth Form Centre in Summer 2019)
- temporary or permanent access ramps are available at all main entrances where feasible;
- improving accessibility across the site including a permanent ramp to Palmer Health Centre.
- We have two evacuation chairs on site
- Improving stairwell to a boys' boarding house (Egerton) as part of a refurbishment in Summer 2015
- Improved access to the Bursary in Autumn 2018 with measures to provide mobility assistance to a disabled member of staff.
- Adjustments to classroom and sleeping locations to assist a pupil with temporary mobility problems following an accident (Autumn 2015).
- Improved access to the main school building through the 'North' entrance with a remodelled ramp

#### STAFF TRAINING

The teaching staff at the School have all been given advice and training in the symptoms and methods of teaching pupils with dyslexia, which is also given to new members of staff. This information is also available in the Yellow Folder on Firefly. The Head of Learning support coordinates other staff training for other specific learning difficulties. A record of training staff training is shown in Appendix 2. Pedagogy and recommendations for each pupil with special learning difficulty is given in the Yellow Folder issued to all teaching staff.

#### REVIEW

Bloxham School is committed to an annual review of admissions procedures, policies and issues of access to learning to ensure that our continuous responsibility under SENDA is exercised. Any changes to the code of practice will be reflected.

#### PHYSICAL SITE

Bloxham School is on a number of sites around the village of Bloxham covering 65 acres with most buildings on the main school site. The buildings have varying levels of accessibility.

**Main Building.** The main building, which is Grade 2 listed, has three floors with a basement. It comprises two boys' boarding houses, offices, the dining room and kitchen, the chapel and the business studies area. The design of the building and planning restrictions mean that it is not possible to put in a lift to the upper and lower floors. Wheelchair access to the ground floor can be made from the kitchen corridor entrance allowing access to the dining room and through another entrance to the main office and the Headmaster's offices. There is limited access to the basement.

**White Lion Sixth Form Centre.** Access to the first floor (ground level at rear of building) is possible to wheelchair users. This leads to a classroom and three study areas. Toilets, including adjustable toilet, are on the ground floor.

**Great Hall.** The Great Hall includes classrooms and the English teaching block. It is used for a number of public events. Access is possible to the ground floor although there is one step up from the outside; a temporary ramp is available for use. There is only stair access to the second floor.

**Library.** The Library has full disabled access to both floors. Entry is through an automatic door. There is a disabled toilet. The 2<sup>nd</sup> floor has a wheelchair refuge at the top of the fire escape.

**Science Block.** The Science block has limited access. There are steps to the ground floor entrance and stairs to the second floor. Entry is through an automatic door

**Raymond Technology Centre.** A wheelchair lift allows free access to both floors of the RTC. Entry is by an automatic door. There is a disabled toilet.

**Palmer Health Centre (PHC).** The PHC is now all on the ground floor, which is entered by a permanent ramp. Accommodation for sick pupils is now on the ground floor. There is also a disabled access toilet on the ground floor.

**Art School.** The Art School, including the 6<sup>th</sup> Form art studio, has open access to the ground floor but the upstairs studios are accessed only by stairs.

**Music School.** The Music School has full disabled access with a ramp entry to the ground floor and a lift to the 1<sup>st</sup> floor. Entry is by an automatic door. There is a disabled toilet.

**Lower School.** The administration area. Locker rooms, toilets and noticeboards are on the ground floor. Access via the front or side doors is via one step. There is a disabled toilet, a classroom, office and other social spaces and lockers are on the first floor.

**Swimming Pool.** There is one step into the swimming pool area and the changing rooms are at ground level. There is no specialist disabled access to the pool itself.

**Learning Support Centre.** The LSC is within the library and has full disabled access. There is adjustable toilet and a fully automated door

**Dewey Sports Centre.** Access can be gained to the ground floor of the sports centre, including the changing rooms and a disabled toilet in the adjoining squash courts building. The second floor, up a wide staircase with handrails, houses the fitness suite. The new sports studio can be accessed up a short flight of external stairs with banister and tactile paving stones.

**Playing Fields.** Most of the playing fields are accessible with car parking adjacent to the field or close by. There is wheelchair access but this will be more difficult when the ground is wet.

**Boarding Houses.** Of the boarding houses, Wilson and Crake are in the main school building. Park Close, for 1<sup>st</sup> and 2<sup>nd</sup> Form boarders, is off the main site with the boarding accommodation up one or two flights of stairs. There are ground floor dorms in Egerton, Seymour, Wilberforce and Raymond as all are 20<sup>th</sup> Century buildings offering good access on the ground floor with public rooms, bathrooms and some accommodation on the ground floor. None of these three buildings have lifts to the second floors but stair cases are wide with handrails.

**Minibuses.** The school has a fleet of minibuses, two of which have wheelchair access and four can be easily adapted if required.

Action	Success Criteria	Timing	Review
<b>Physical Environment</b>			
Routine maintenance: Maintain paths and approaches to school buildings to ensure they are good and even; Provide further ramps to entrances as required; Repaint colour contrast on step nosings as required; Ensure natural and artificial lighting is free from excessive glare and shadows.	Reasonable access maintained for wheelchairs users or those with limited mobility	Ongoing	Summer 2020
Response to temporary disabilities: Provide alternative teaching areas if necessary and practical; Establish personal emergency evacuation plans (PEEPs).	Pupils not unduly excluded from school during period of disability	As required	
Provide improved access to Headmaster's reception area as part of refurbishment.	Wheelchair access possible even if with removable ramps	Completed	Need to ensure ramp is readily available.
Provide dropped kerb to front entrance to Raymond House with tactile paving.	Wheelchair access possible	Summer 2018	
Where possible alter internal doors to provide a clear opening of at least 850 mm.	Included in refurbishments	Ongoing	
<b>Delivery of Information</b>			
Review accessibility of website, prospectus and other online and printed material with options to provide alternative means to deliver the information.	School information accessible to those with limited eyesight	September 2017	Consider as part of website updates
Support positive action initiatives to encourage applications from disabled people. Where requested and possible, offer information to applicants in alternative formats. Educate selection panels on recruitment of people with disabilities.	No-one who meets job specification criteria is excluded from applying	On going	

Action	Success Criteria	Timing	Review
Maintain an easy to use, accessible complaints system.	In place and on website		Review annually
Access to the Curriculum			
Update pupils' Yellow Folders and brief staff accordingly.	Regular updates given to staff	Ongoing	Termly
Introduce specific SEN technology to assist learners.	Enrolled pupils with specific learning needs can continue to access the curriculum	Ongoing	September 2017
Develop teachers' knowledge and understanding of the developing learning support curriculum including specific initiatives introduced for Bloxham pupils.	Annual training completed with interim briefs given by Head of Learning Support when needed	Ongoing	September 2017
Discuss equality issues during PHSE curriculum.	Incorporated in the curriculum	Ongoing	Annual review
Make adjustments to internal and external exam provision to meet identified needs of pupils as exam candidates.	Pupils can successfully complete exams	Ongoing	Annual review