



Accessibility Plan Policy

School Division: Whole School

Policy Division: General

Policy Owner: Head of CPS & CSS

Date: March 2022

Introduction

1.1. This policy is a 'Whole School Policy' and informs practice in the Senior School, Preparatory School and Nursery. This also covers the Boarding House.

1.2. The Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act (SENDA) 2001, makes it unlawful for school and local education authorities to discriminate against disabled pupils for a reason relating to their impairment without justification. SENDA required schools to produce accessibility plans reviewing 3 key areas:

- Increasing physical access over time.
- Increasing access to the National Curriculum.
- Provision of written information in alternative formats.

1.3. The Equality Act 2010 covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the Act protects everyone against unfair treatment. The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person. The Act prohibits unfair treatment in the workplace, when providing goods, facilities and

services, when exercising public functions, in the disposal and management of premises, in education and by associations (such as private clubs).

2. The Schools' Aims and Objectives

2.1. To provide pupils aged 1 to 16 with the breadth of education and experience for them to realise their full potential at school in a safe and friendly environment.

2.2. Key principles:

- The Schools aim to have a happy, friendly atmosphere, but at the same time a fair, secure and disciplined framework for learning
- All pupils are entitled to receive all-round education to develop the whole person, combining sporting, artistic, musical and academic aspects
- The teaching should be of the highest quality, combining the best of traditional methods with new approaches to enable pupils to fulfil their potential
- To cultivate mutual tolerance and understanding of other faiths and cultures
- The buildings and facilities should be of a high standard; safe and suitable for the pupils' needs
- Good relations with the local community should be encouraged.

2.3. We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all of our pupils
- Providing high quality pastoral care and guidance
- Safeguarding the health, safety and welfare of all pupils
- Listening to and responding to the concerns of parents, carers and children.

3. Aims of the Accessibility Plan

3.1. Claremont School acknowledges its duty towards pupils, staff (teaching and non teaching), parents/guardians and members of the wider community who have an impairment. Where pupils and prospective pupils are concerned, the School acknowledges its non-discrimination and planning duty under the Special Educational Needs and Disability Act 2001 (SENDA).

3.2. The Schools are non-selective, but admission to the schools depends on the prospective pupil meeting the criteria required to maintain and, where possible, improve the educational and general standards.

3.3. The Schools ask parents/guardians to disclose whether the prospective pupil has an impairment, special educational need or a medical condition. The parents/guardians will then receive a medical form in respect of a prospective pupil requesting further detailed information about their child.

- 3.4. In assessing any pupil or prospective pupil, the school may take such advice and require such assessments as they deem appropriate. Subject to this, the Schools will be sensitive to any issues of confidentiality.
- 3.5. Where it is practicable to make reasonable adjustments, based on the information given and advice received, to enable a prospective pupil to take up a place and to satisfy criteria outlined above, the Schools are committed to providing these reasonable adjustments in the assessment process for the entry into the Schools at any stage.
- 3.6. The Schools will have a consultation meeting with the parents/guardians following assessment to define reasonable adjustments the Schools are committed to provide, discuss any additional services, and make arrangements for review meetings to monitor progress.
- 3.7. Where the Schools agree to provide additional services, such as specialist teaching with a Special Needs/Support teacher, parents/guardians will be charged for this service at a level which reasonably reflects the cost to the Schools for providing that service. Details of the cost will be provided in writing.

4. Accessibility Plan

- 4.1. A self-assessment audit has been completed on each school site as a framework for this plan.
- 4.2. General plans are outlined below, for full plans please see the "Accessibility Action Plan Policy".
- 4.3. The Schools will review this plan on an annual basis to evaluate:
 - The effectiveness of the action taken in the previous school year
 - Relevant targets for the next school year
 - Responses to new legislative changes
 - Changes or expected changes to the pupil's needs.
- 4.4. Monitoring will be a constant process and the Heads, Deputy Head and Director will make the necessary amendments and discuss planning, budget and other concerns.
- 4.5. When a pupil with specific requirements is offered a place, a team will be convened, typically consisting of the Head or Deputy, Head of Learning Support and Form Teacher, to ensure that his/her access requirements are met.

5. Disabled Pupils' Participation in the School Curriculum

- 5.1. The purpose of the Schools is to include pupils with a variety of barriers to learning including dyslexia, dyspraxia, dyscalculia and mild Asperger's syndrome. Pupils may also be admitted with physical barriers to learning

either temporarily or permanent. We aim for the curriculum to offer a full range of learning, thinking opportunities and life skills.

5.2. With consideration to budget restrictions and reasonable expectations, the Schools will maintain and encourage the following:

- A commitment to in-service training for staff to support any disabled pupil
- Access to reasonable and practicable specialist help
- Where physical access to the site is difficult for a prospective pupil, the Schools recognise the need to be proactive in enabling access. The SENCO will arrange for formal assessments to be carried out in a ground floor room and will adapt the assessment papers to suit the requirements of the pupil where reasonably practicable
- The timetable will be constructed to appreciate the requirements of the pupils and given reasonable consideration to the rooms where access is easier for individuals.

5.3. Pupils with special educational needs may apply to be given additional time in examinations, and support will be provided by the learning support staff as 1:1 support or in small groups. The Form Teacher system further develops the opportunities for personal care. Whole staff training is continually under review and is being developed to provide on-going high quality input to keep long-term staff up to date and provide a coherent induction process for new staff.

6. Improvements to the Physical Environment of the Schools

6.1. Improvement to existing buildings will be governed by the long-term budget put aside for maintenance and improvement. There is an ongoing commitment to upgrade facilities to enable all pupils to work in a good, comfortable and safe environment given the budget available.

6.2. The Schools will identify the areas where access to academic sites can be improved. However there is little that can be done to alter the structure of the main buildings at Claremont School because of planning restrictions due to their listed status. The Senior School too has some inaccessible buildings. The newer blocks at the Preparatory and Senior Schools and the Sports hall are all accessible in part and plans to improve accessibility are long term.

6.3. Renovations to the Boarding House will be made as necessary. The nature of the buildings will inevitably affect the provision available, particularly in terms of wheelchair access.

7. Policy Owner

7.1. The policy owners are the Heads of CPS & CSS.

8. Issue Date

8.1. Issue date: March 2022.

9. Review Date

9.1. This policy will be reviewed biannually. The next review is due in March 2023.

Heads of CSS/CPS:

Ed Dickie/Gavin Bunker

March 2022