
Policy: Disability and Accessibility Policy

1. Introduction

- 1.1. The school's policy is to apply its entry criteria to all pupils and 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 with any pupil who is not disadvantaged because of his or her disability. A separate document outlines the school's entry criteria. Details of the arrangements that are made for any child needing special consideration in the entrance examinations at 11 and 13+ are described below.
- 1.2. The school has an Equal Opportunities Policy which is designed to ensure that all pupils, including those with special educational needs and disabilities, have appropriate access to all of the opportunities available to any member of the school community. The school operates with the belief that all pupils' education and experience at school is enhanced by the inclusion of pupils with diverse abilities, social and cultural backgrounds, and varying needs in line with the Special Educational Needs and Disability Code of Practice: 0-25 which came into force in September 2014 and the Equality act of 2010.
- 1.3. One of the obvious problems which West Buckland School has (in common with many other schools) is its lay-out which covers a wide area and consists of many separate and some historic and even listed buildings of several storeys and without lifts, which have grown up since the school was founded in 1858. Another is the system, again common to many schools, of having fixed classrooms for each subject, based on the valid ground of having all the facilities for one subject in one place. This requires pupils to go from classroom to classroom, often up steps or stairs in buildings without lifts. The boarding facilities pose similar problems, in some cases to a greater degree. 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 and other facilities the school offers. Whereas some minor adjustments can be made to siting of teaching rooms, these specific problems cannot be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features of the school at prohibitive cost. Even the fruition of long-term plans can only go some way to ameliorate the position.
- 1.4. The school has a Disability Policy Review Committee which consists of the Deputy, the Headmaster of the Preparatory School, the Assistant Bursar and Head of Personalised Learning .They may co-opt additional members such as the Head of Sport and the School Nurse, whose expertise in any field would be of assistance. The Committee's terms of reference are:
 - a) to review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled;
 - b) to make recommendations to the Headmaster and the Governing Body with a view to improving the accessibility of its education in its many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future and to prepare this Disability Policy;

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- c) to review the Disability and Accessibility Plan as necessary and at least every three years.

The following areas have been considered in detail by the Committee with the results set out overpage.

2. Admissions

- 2.1. The Committee has reviewed the school's admissions literature, policy, examinations and procedures (including access to scholarships and bursaries). An amendment to the admission form was introduced (Sept 2015) which requests information about significant medical issues and learning difficulties. The committee is content that the school is accessible to pupils of all disabilities, as long as they fulfil the entrance criteria.
- 2.2. We recognise that students with special educational needs and disabilities (SEND) have needs, and the Headmaster takes into account this information when considering the performance of an individual pupil in entrance examinations, and their suitability for admission to the school. As a general principle, the school believes that the entrance exams will provide a better diagnostic instrument in the absence of special access arrangements. However, following the entrance exam, some pupils will be referred to the Head of Personalised Learning for further assessment if SEND is suspected.
- 2.3. Scotopic sensitivity membranes may be used if recommended by an educational psychologist or medical practitioner. Examination papers will be produced in large font should this be considered desirable.
- 2.4. There is no exam for entry to the Prep School. All parents receive a letter offering a place at the Prep School after a personal visit of the parents and child. Details can be found in the school's admission policy.

3. Education

- 3.1. The Committee, with advice taken from the Personalised Learning Department and pastoral leaders in the school, has considered:
 - a) The problems of physical access caused by the fixed classroom system.
 - b) The difficulties of access to the education generally for specified types of disability: [e.g. sight - or hearing-impaired, dyslexia, autistic spectrum condition (ASC), cerebral palsy etc.]
 - c) The social needs of those with ASC
- 3.2. Adjustments implemented are as follows:
 - a) Appropriate seating for the hearing or sight impaired pupils.
 - b) Enlarged notes and documents for the sight impaired
 - c) Appropriate staff training
 - d) Special risk assessment for trips and activities
 - e) A quiet room for pupil's with ASC

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- 3.3. A Learning Support Register produced by the Head of Personalised Learning identifying pupils with particular needs which is regularly updated and on which staff are regularly briefed.
- 3.4. Adjustments as practicable or necessary in practical subjects such as assistance from a peer, technician or learning support assistant as available, observation rather than participation in the interests of safety etc.
- 3.5. Where possible provide support from PL assistants in classes where the teacher requests reasonable assistance.
- 3.6. Provide access to the Personalised Learning Department outside the timetable for those with special needs. Support will be provided for these pupils where possible and reasonable.
- 3.7. Modification to the requirement that all pupils will study a Modern Language at GCSE level for students whose learning difficulties make this undesirable.
- 3.8. PLPs (Personalised Learning Plans), will developed and regularly reviewed for all pupils with a Statement of need / Educational Health and Care Plan (EHCP). They will also be in place for students on the SEND register who require specific support.
- 3.9. Statements / EHCPs will be continued to be reviewed annually.
- 3.10. There will be risk assessments for the movement around the school of pupils with special needs.
- 3.11. Facilitating students who wish to use their own lap top computers or other devices to assist learning.
- 3.12. Where possible the school will provide separate rooms, especially in the Personalised Learning Department for those who want to use voice recognition or reading support software.
- 3.13. The school will provide for the needs of pupils outlined in exam access arrangements in line with the JCQ publication "Access Arrangements, Reasonable Adjustments and Special consideration". This includes extra time, private rooms, and access to computers, amanuenses, and voice recognition software.
- 3.14. All south facing windows in classrooms will be fitted with blinds or curtains to help those with scotopic sensitivity.
- 3.15. To this end there is an on-going programme to cover all bare strip lights with covers.
- 3.16. The use of specialist equipment where and whenever appropriate for pupils with cerebral palsy i.e. Dycem non-slip matting on lunch trays and specialist stationery equipment.

4. Recreational Activities

The Committee has considered the difficulties of access to the particular activities for specified types of disability. Staff, in discussion with parents and the pupils involved, will continue to ensure that all adjustments possible in line with common sense and practical application will be made for any particular disability, as they have been to date.

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5. Sporting Education and Activities

- 5.1. The PE and Games department has considered the difficulties of access to education generally for specified types of disability. No child is excluded from the PE and Games curriculum because of difficulties like dyspraxia, neuro-developmental delay or cerebral palsy. Residential Assistant Tutors (RATs) are used to support and assist the pupils, and specialists are used to coach all abilities, not just the squad players. From Year 9 individual activities are a popular alternative to team sport. These are often organized through the Outdoor Education department. One or two students in the school have very specific difficulties with Educational, Health and Care Plans. Their programme of physical activity has been adapted as part of their PLP, with advice sought from outside agencies where appropriate.
- 5.2. The Sports Department, in discussion with parents and the pupils involved, will continue to ensure that all adjustments possible in line with common sense and practical application, will be made for any particular disability.

6. Welfare

- 6.1. The Committee has considered the difficulties which might arise for specified types of disability. The school's responses to difficulties such as bullying, non-integration, physical and mental upset or health problems, are documented in the staff handbook, the parents' handbook and the pupils' handbook. These apply equally to pupils with disabilities and without. There is a clear complaints procedure for pupils and parents. Staff and prefects understand that one of their roles is to ensure the welfare of all.
- 6.2. The school's comprehensive pastoral system already in place, incorporates teachers, tutors, housemasters/mistresses, houseparents, chaplain, nurses and counselor. There are frequent meetings of pastoral leaders and the whole staff to ensure that all pupils, especially those with special needs and disabilities, are regularly reviewed. All pupils are made aware of the support available to them through the Personal Health and Social Education programme, tutor periods, assemblies, notices and other means.

7. Awareness and Observance of the Policy

- 7.1. The governors recognise the need not only to set up procedures to consider the challenges of disability, but also to ensure all involved at West Buckland School are aware of the measures set up and that these are observed. As such the existing machinery in the school for ensuring awareness and observance of the policy is outlined below:
 - a) Comprehensive guidance in the staff handbooks
 - b) Guidance in the Learning Support Policy
 - c) Comprehensive and widely published pupil and parents' handbooks
 - d) Guidance in PHSE lessons, assemblies and tutor periods
 - e) Meetings of Senior Management Team in both Preparatory and Senior Schools
 - f) Meetings of Disability Policy Review Committee

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- g) Meetings, as appropriate, involving parents, pupil, the tutor, housemaster, houseparent, Head of Learning Support school nurse and Headmasters
 - h) Training for teaching and non-teaching staff
 - i) Frequent communication between Personalised Learning Department, the School Medical Centre and teaching staff
- 7.2. Where possible the school tries to improve pupil and staff awareness of the needs of all groups in the community, especially through PHSE and enrichment programmes.

8. Accessibility Plan

- 8.1. An access audit was undertaken in August 2004 to assess the feasibility, practicability and implications involved in making physical alterations. The advice received from the accessibility consultant was that the installation of lifts to service the main building would require major work and were beyond the bounds of reasonable changes. However, it was decided that any new buildings or major alterations to buildings would consider adjustments to incorporate disabled access where feasible. To this end the Jonathan Edwards Sports Centre has a lift, providing access to one of the main entertainment venues- the Clubroom. The 150 Building has access by lift to all levels, as have the new 6th Form Parker's Boarding House and Michael Morpurgo Learning Resources Centre which were constructed in 2015.
- 8.2. Whereas the needs of pupils can be considered as the main focus area, the committee has also considered the arrangements for staff and visitors to the campus.
- 8.3. Staff can mainly be considered within the pupil remit as their movement around the site will be broadly similar. Visitors can be split into two groups, those limited to specific public areas, and those visiting for more general access such as holiday groups. They will normally access some classrooms, the Karlake Hall, the Memorial Hall, 150 Theatre, Sports Centre, Swimming Pool and boarding areas. Ideally visitors should be informed in advance when specific events are being held in areas where there is no disabled lift access. This applies to all the other public entertainment venues, primarily the Memorial Hall and the Recital Room.

9. Planned improvements in the three years to Spring 2021.

The Disability Policy Review Committee met on 4th February 2018. Amendments and updates were made to the 2015 disability policy and accessibility plan, and this document was approved for the next three years. This plan is shown on the following pages.

Author/Updated by: Mr D M Hymer & SEND committee

Date: Spring 2018

Next Review Date: Spring 2021

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Accessibility Plan 2018 - 2021

Introduction

The Accessibility Plan set out the objectives that West Buckland School has to improve the school experience for disabled pupils in matters of admissions and access to the curriculum and complies with Schedule 10 of the Equality Act 2010. In particular the three year plan set out to:

Part A - increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum

Part B - improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled

Part C - 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

Monitoring:	All staff
Document Review:	
Next review	Spring 2021
Last review	Spring 2018
Persons Responsible:	SEND committee. (Deputy Head, Head of Prep School, Head of Personalised Learning Department, Assistant Bursar). Others, such as the school nurse are co-opted as required.

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Pupil with auditory impairment (AI)					
Part A Improve curriculum participation		Part B Improve the provision of written information		Part C Improve the physical environment	
Method	Status	Method	Status	Method	Status
Personalised Learning Plans to facilitate the support of AI needs in classroom		Additional written information to be provided for verbal instructions and tuition		Investigate acoustics/sound proofing in classrooms and dining hall and, where necessary, investigate strategies to reduce background noise. Suggestions from auditory expert in school February 2018 under consideration.	
Provide AI support training (including sign language training) for staff and pupils as required		Subtitles to be used when pupils are required to take notes from a video clip			
Investigate alternatives to oral and listening components in exams (English and MFL)					
Adjustments in sport – whistles, etc					
Provide mini mic radio system for pupil and teacher(s). Teachers trained at beginning of academic year 2017-18, and as required in future years					
Qualified support teacher: language tuition and concept support, BSL. to be supplied as required					

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Subtitles/handouts of text for video recordings. As required (teachers)					
Careful and appropriate seating in class so that pupils with hearing impairment have clear access to teacher's face in order to lip read					
Regular review and adaptation of provision – in collaboration with AI advisory teacher					
Ensure all staff are aware of pupils with AI and how best to support their needs					

Pupil with visual impairment (VI)

Part A		Part B		Part C	
Improve curriculum participation		Improve the provision of written information		Improve the physical environment	
Method	Status	Method	Status	Method	Status
Reasonable adjustments to ensure inclusion in fieldwork, practical work		Audio tapes of books, plays, notes. Access to RNIB books via website – books are available online with enlarged print		Provision of safe crossing across roadways within the school campus.	
Assistive technology in school, computer with Read Write, to be extended. Computer with speech synthesiser, braille notetaker, text scanner, digital recorder to be provided by pupil		Assistive technology, to send to own device for enlargement, text scanner, text-to-speech software		High visibility signage and strong colour contrasts on fire exits, other signs and building names. All refurbished to the latest standards.	

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Personal Learning Plans to support VI needs in the classroom		Increase font size for handouts, texts, exams		Additional lighting for personal area	
Ensure all staff are aware of pupils with VI and how best to support their needs		Worksheets to be printed and of high quality.		Rovik audit of school campus, (for children with visual impairment). Recommendations for painting slopes and building 'angles' with highly visible stripes to ensure visibility by pupils who struggle to perceive depth	
		Worksheets to be enlarged so N18 is minimum print size		Blinds/curtains used to reduce glare in classrooms when light is bright (summer months). Problems with glare from whiteboards to be explored, (Spring 2018)	
		Worksheets to be clear black print on white paper		Promote wearing of hats and sunglasses in the summer to reduce impact of visual glare on sight	
		Writing slopes to be provided when pupils are reading or writing – so material is nearer			
		Explore apps/technology to enable content of whiteboard to be transferred to ipad so that pupil can use individually			

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Pupil with impaired mobility					
Part A Improve curriculum participation		Part B Improve the provision of written information		Part C Improve the physical environment	
Method	Status	Method	Status	Method	Status
Provision of alternative activity if pupil cannot follow planned activity even with reasonable adjustment		Use of handouts, screen capture (Apple TV) and assistive technology to avoid need for copying, writing, drawing during lessons and homework		Install ramps to facilitate access to buildings where necessary. School has mobile ramp to be used as appropriate.	
Timetable planning to ensure accessibility and avoid too much travel between lessons – to include possible timetable and room changes				Re-arrange lessons to ground floor levels that are identified as accessible (following site audit)	
Digital recorder or scribe for recording lesson notes, essays				Install lift to non-ground floor areas where appropriate (following site audit)	
Support for practical and field work: assistant				Ensure DDA toilets are installed and accessible from all teaching areas	
Provision of personal assistant/mobility					
Staff awareness and training programme – draw up programme to be delivered when required at staff INSET					
Assistive technology – voice or switch activated computer, scanner, text to speech software. Probably provided by pupil but staff awareness needed					

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Staff training in manual handling – resulting in a core plan – where appropriate				
Personalised Learning Plans to facilitate the support of mobility needs within the classroom				

Pupil with specific learning difficulty (SpLD)

Part A Improve curriculum participation		Part B Improve the provision of written information		Part C Improve the physical environment	
Method	Status	Method	Status	Method	Status
Staff awareness of details of pupils on Learning Support list. This is primarily done through the personalised learning plans (PLPs). These should be regularly reviewed.		Use of tinted screens on own device, coloured overlays		Signage in dyslexia-friendly font, text in navy blue on non-white background and supported by photo/symbol or picture where possible	
Assistive technology – Apple TV, own device, screen capture to lessen need for copying		Texts available in different fonts, colours and density of text reduced		Designated area for pupils to store and check resources and books – to support pupils with organisation difficulties	
Use of laptops in lessons		Audio recordings and films of books, plays		Classrooms uncluttered, similar ‘format’ for working walls throughout school. Lighting ‘non-glarey’ (There is an on-	

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				going programme of replacing strip lights with LED lights.)	
Notes/handouts given in lessons in appropriate format (bullet points, use of coloured text, mind-map, etc.)		Extra time given for reading texts		Whiteboards / Power point presentations have buff background	
Differentiated seating in class away from noise/distraction		Assistive technology – computer with Read Write Gold (IT reading programme)		Reading books/key texts – provided in dyslexia-friendly format. Range of HiLo reading material available in school library	
Literary support resource boxes available in all classrooms as appropriate		Written material provided on buff/cream paper in dyslexia-friendly font (e.g. Comic Sans). Text in navy blue (not black) to reduce visual stress			
All classrooms meet dyslexia-friendly criteria		Coloured reading rulers/overlays available when pupils are reading black on white text			
Regular staff training on supporting pupils with SpLD		Reduction of ‘copying’ as an exercise. Teaching notes provided in dyslexia-friendly format that pupils can highlight			
Development and celebration of skills of pupils with SpLD to improve self-esteem and motivation.					
Teaching to accommodate for all learning styles					

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Pupils able to use alternative ways of recording learning				
Personalised Learning Plans detailing specific support strategies to facilitate targeted support in classroom				

Pupil with speech language and communication impairment (SpL needs)

Part A Improve curriculum participation		Part B Improve the provision of written information		Part C Improve the physical environment	
Method	Status	Method	Status	Method	Status
Time given to answer questions in class; focus on literal questions orally		Vocabulary list to be prepared and issued prior to lesson		Visual aids/photos/Widgit symbols supporting words – to be available throughout the campus – to support non-verbal communication and comprehension	
Advice, guidance and individual tuition from Speech & Language Therapist		Synopsis of texts, focusing on literal aspects			
Modified assessment arrangements for oral exercises and exams		Over learning of pre-topic/subject specific vocabulary – with the support of adult			
Individual and small group speech and language intervention		Written information to be visually supported			

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Personalised Learning Plans to facilitate the support of SpL needs within the classroom				
Use or recording mirrors to support pupils development of speech sounds				

Pupil with Autistic Spectrum Condition (ASC)					
Part A Improve curriculum participation		Part B Improve the provision of written information		Part C Improve the physical environment	
Method	Status	Method	Status	Method	Status
Specific tuition/support – language, social skills, study skills, communication		Social stones, concept cartoons, comic strips – to support written language/verbal discussion about social skills, feeling, interactions		Sensory room/resources to be available for tailored sensory breaks for pupils whose sensory needs impact on communication. Sensory room – for specific sensory input to be provided throughout the day	
Differentiated seating and pairing/ allocation of ‘role’ in group work		Support of personalised learning, assistant with regard to inferencing skills and ‘figurative’ aspects of English		Alternative room/safe space for pupils to regulate if anxious. This is being investigated, with perhaps the chaplaincy and Jubilee providing useful spaces (Spring 2018)	
Support from external agencies – Educational Psychologist, CI Team, CAMHS		Clear boundaries about the expectation of a written task and where writing should stop.		Low stimulation lights, reduction of smell, alternative quiet place to eat	

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				lunch, classrooms not cluttered and display material minimal	
Personalised Learning Plan to facilitate within class support				Standing desks in the prep school and perhaps the senior school to be investigated.	
Teaching activities that include pupils preferred way of working – including IT and individual work					
Staff training on ASC and support strategies					
Detailed visual timetable and pre-warning of changes					
Ear defenders available to minimise noise					
Communication and Interaction Lead and Practitioner to be trained and in post to provide specific advice and support to teaching staff with regards to effective differentiation and task modification.					

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Pupil with Social, Emotional or Mental Health (SEMH)					
Part A Improve curriculum participation		Part B Improve the provision of written information		Part C Improve the physical environment	
Method	Status	Method	Status	Method	Status
Counselling provided via medical centre Other options to be developed with THRIVE to be extended to the senior school, with the conversion of the Head of personalised learning, and the raining of a second prcationer. The Foundation to help fund.		As detailed above use dyslexia friendly fonts and colours to increase access to written material and thus reduce anxiety.		Safe spaces to be developed (including the 'Quiet Room' in the Potbury, promoted so students with SEMH needs can access these as necessary. In the prep school, curtains around the edge of a table. Other options to be explored. More intervention space.	
Additional counselling slots to be provided		Ensure the school library contains a range of texts that enable students to explore SEMH issues through narrative, this would include texts dealing with issues such as adoption, fostering, disability, divorce, bereavement etc.		In any potential newly relocated personalised learning department enough rooms to be provided for quiet spaces.	
Timetable planning and revised work programme for individual pupil to lessen stress		Books on life events to be stocked in the library to facilitate understanding of mental health issues through narrative.		In the planning of new office space, a quiet space to be provided adjacent to the office of the Pastoral Deputy.	
Specialist tuition support – language, communication and study skills					
Explore range of strategies for identifying and supporting social, emotional and					

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<p>mental health needs e.g. attachment mentoring, Thrive, nurture group work. Possible screening for a wider body of the school population through the use of questionnaires.</p>					
<p>Consider alternative ways of completing collaborative group work</p>					
<p>Mental Health First Aid raining for key pastoral and medical staff, (Summer 2018)</p>					
<p>Peer mentoring approach to be developed (2018-19), with appropriate training.</p>					
<p>Development of greater levels of resilience in various areas of the curriculum, especially Outdoor Learning</p>					
<p>Use of tutor time in the morning, in selected year groups to work on emotional literacy. A programme is planned with a bank of activities.</p>					
<p>Use of speech and language therapists to be explored to help social and communication difficulties. Parents to pay.</p>					

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Pupil with specific medical condition					
Part A Improve curriculum participation		Part B Improve the provision of written information		Part C Improve the physical environment	
Method	Status	Method	Status	Method	Status
Initial discussion with parents and medical centre to determine disability				Bespoke first aid kits provided with specific medication for trips	
Arrangements to meet special dietary needs, discussion with Catering for school meals				In any reorganisation of medical centre space, quiet space to be planned for all pupils with need, including those with fatigue problems / panic attack or emotional episode.	
Staff awareness and training programme to be delivered in INSET and regularly refreshed				In the long term the medical centre should be proximate to the Jubilee bedded medical centre.	
Arrange medical support and emergency arrangements and advise all staff. All staff taking pupils offsite should liaise with the school nurse about the needs of pupils. A spreadsheet of pupil details to be extracted from the database and taken on trips, to be destroyed after use.					
Pupils' timetable planning to avoid fatigue and problem environments. This is arranged case by case.					

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Allocate member of staff to co-ordinate arrangements, teaching assistants or carers					
Regular review of health care plan – including a ‘Team Around The Family’ meeting where appropriate					
Ensure all staff are aware of pupils with medical conditions – what to be aware of and what action to take					