



Abbots Bromley School

17.b Disability Discrimination Policy and Accessibility Plan

1 Statutory Policies	17.b Disability Discrimination Policy and Accessibility Plan
ISI	Part 3.17
NMS (April 15)	
Author Led	Principal / Bursar
Date of Review	February 18
Next Review	lent 2019
Comment	Annual Review
Website	Yes

Ethos And Aims

Abbots Bromley School aims to offer the highest quality of teaching and learning and supports all students in the pursuit of academic and personal excellence. All students have equality of opportunity and the right to be included as respected and equal members of the school community, with the greatest possible access to a broad and balanced education alongside their peers.

In order to promote inclusivity we:

- Adhere to statutory guidance regarding special educational needs and disability.
- Liaise closely with a student's previous school where possible, so that we are aware of a student's need at entry and can plan appropriate support;
- Maintain an up-to-date register of Special Educational Needs and Disabilities which contains information on student needs and appropriate support and strategies;
- Work closely with parents;
- Seek advice and support from outside agencies as necessary;
- When appropriate, liaise with the Local Authority regarding a statutory assessment of a student's Special Educational Needs, which may lead to an Education and Health Care Plan (EHCP);
- Monitor and review the progress made by students at all stages;
- Ensure that staff are aware of the needs of students on the Learning Enrichment and Support (LES) Register and will make appropriate provision;
- Continue to review improvements to allow accessibility of all aspects of school life to all students;
- Promote an inclusive ethos which ensures that all students feel valued and that the needs of all students are met.

Disability Discrimination Policy

The Disability Discrimination Act (DDA) 2005, and the Equality Act 2010, place the following duties towards people with disabilities, on the School:

- To promote equality of opportunity between people with disabilities and other people;
- To eliminate discrimination that is unlawful under the DDA 1995 and the Equality Act 2010;
- To eliminate harassment of people with disabilities that is related to their disability;
- To promote positive attitudes towards people with disabilities;
- To encourage participation by people with disabilities in public life;
- To take steps to meet the needs of people with disabilities, even if this requires more favourable treatment.

The DDA defines a person with a disability 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." The School makes reasonable adjustments to promote equality of opportunity.

Rationale

The purpose of this policy is to set out our vision and action plan to increase accessibility by making reasonable , for those with disabilities, in three main areas:

- Access to the curriculum;
- Develop the physical environment of the school to increase access;
- Further develop strategies to improve communication with parents and students

Liaison with parents

Parents are always welcome to discuss issues linked to inclusion at any mutually convenient time.

Links with other agencies

We work closely with the appropriate Local Authority personnel, Special Needs agencies and other statutory and voluntary agencies.

Admission to the School

Admission to Abbots Bromley School is detailed in the School's Admissions Policy. The School's policy is to apply the criteria to all students and potential students, regardless of any disability of which it is aware. This is subject to the obligation to make reasonable adjustments to ensure that no disabled student or potential student is put at a disadvantage.

The School asks parents to provide details of any disability in respect of a prospective student at the time of application. In assessing any student or prospective student, the School may take such advice and require such assessments as it regards as appropriate. Subject to this, the School will be sensitive to any requests for confidentiality. Should a parent not disclose details of their child's disability on the Pupil Information Profile, the offer of a place will be reviewed.

Abbots Bromley School has a Learning Enrichment and Support Policy. This sets out the School's approach to accommodating the needs of those applicants who have specific learning difficulties.

Staff opportunities for training to inform and facilitate teaching of student with specific learning difficulties are regularly reviewed. Whole School INSET has been, and will continue to be, arranged to inform staff about specific conditions. Strategies for supporting students with specific issues are reviewed internally and support from outside the School is sought where necessary. Regular staff briefings inform others of any student issues that need to be shared to aid support.

The School seeks to make reasonable adjustment to accommodate a student with a specific disability. This might include physical aids, for example specialist ICT equipment, enlarged computer screens and keyboards, specialist desks, help for those with colour blindness (in sport and other lessons). The School also considers the provision of additional physical aids as necessary.

Special diets are catered for by the Catering Department. Individual circumstances are accommodated wherever possible.

Students and staff

Students are admitted to Abbots Bromley School in accordance with the published admissions policy. Where a student with a known disability seeks admission, the school will seek advice and support from the relevant external agency if there are unresolved issues regarding full access to all areas of school life.

Reasonable adjustments are made where possible to allow full access for students with disabilities to all aspects of the school life and to take account of the views and concerns of the student and parents.

Students who may need emergency treatment in school have an Individual Health Care Plan (IHCP) drawn up with the parents, the student and the school medical team. The school nurse and other relevant support agencies, as appropriate, offer one to one guidance and specialist support in school.

Staff receive on going disability awareness training in order to support the students with whom they work. Pastoral staff maintain very good links with specialist agencies that support families of children with disabilities.

Staff Recruitment

Abbots Bromley School is an equal opportunities employer. We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications, regardless of disability.

We actively implement the School's equal opportunities policy for staff in the day-to-day management of Abbots Bromley School. Where staff disclose medical issues, they are provided with the necessary support.

Expectations of staff with disabilities or medical conditions will be reasonably adjusted to enable them to work safely and productively.

Specific school features

We regularly review and take steps to improve the physical environment of the School in order to increase the extent to which disabled students are able to take advantage of education and associated services offered by the School.

The School is located on a site covering some 52 acres, and on which the buildings are widely dispersed (including a swimming pool, sports hall, Preparatory School, Equestrian Centre, main School teaching block, sports fields, tennis courts, boarding accommodation). Many of the buildings are old and in some cases are of several storeys and without lifts; these have been developed over the period since the School was founded in 1874.

In common with many Schools, Abbots Bromley School attempts to allocate classrooms for specific subjects based on the valid grounds of having all the facilities for one subject in one place. In addition, many subjects in the modern curriculum require specific facilities which cannot easily be relocated from one classroom to another. These arrangements require students to move from classroom to classroom, often up steps or stairs in buildings without lifts. Boarding facilities are similarly located on multiple floors. For reasons of security, there are no boarding facilities on the ground floor.

Within this context, the School's action plan seeks to improve the accessibility of the buildings, making reasonable adjustments to improve access. Any new buildings which are constructed will comply with new Disability Legislation.

Learning

We provide written information to students with disabilities in ways that are user-friendly and fully support them in their learning experience.

Our staff members regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled students are removed. We support our teaching and non-teaching staff with a programme of training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for students.

The School monitors provision for students with special educational needs and/or disabilities. Views of teaching and non-teaching staff and students are obtained in order to ascertain staff's understanding of disability and accessibility, priorities for our students with SEN and/or disabilities and priorities for our students' parents. The outcomes are used to inform our School Accessibility Plan. School monitoring identifies students whose illness/condition has contributed to poor attendance. Individual data is analysed, students and parents consulted and intervention provided as appropriate.

Multi-agency teams meet for action planning as required. Specific barriers to progress are identified and strategies are put in place to overcome these as far as possible.

A full and mixed programme of PSHE lessons, support for a range of charities and assemblies develop awareness of disability, both on a personal level and within the community and promote positive models and images of people with disabilities.

Management

It is the intention of the School Council to review this policy every two years or sooner if this is needed. Progress on the Accessibility Plan is reviewed annually.

ABBOTS BROMLEY SCHOOL

THREE YEAR ACCESSIBILITY PLAN (LENT 2018-LENT 2021)

The result of Abbots Bromley's ongoing monitoring has informed the action plan below which relates to the Disability Discrimination Act on special educational needs and disability. The first review will be at the end of the summer term 2018.

Area for action	Task / Target	Success criteria / intended impact of task	Resource implications	By whom? / by when?	Monitored by	Evidence to demonstrate impact	*Progress
1) Access to the Curriculum	To further enhance access via Year 6 to Year 7 transition process	To continue working with partner primaries /prep schools to ensure a smooth transition for students with identified needs. To communicate relevant information to staff via individual healthcare plans / Pupil Profiles, new management information system (MIS) and learning support updates	The focus is on streamlining processes through the use of ICT. Summer 2018 - evaluate LESCO training on access arrangements – c. £2000	The LESCO and KS3 Co-ordinator Summer 2018 –evaluate best MIS for the School – in place from Sept 18.	Head of ABIC	Parental feedback Staff feedback on access to information and implementation of suggested strategies Evaluation of Michaelmas term settling-in reports	
	To improve the transition process from Year 11 to Lower Sixth	To continue working with other schools to ensure a smooth transition for Year 11 students with identified needs. To communicate relevant information to staff via individual healthcare plans / Pupil Profiles and learning support updates		The Head of Sixth Form Summer 2018-as above.	Head of ABIC		
	To ensure access to the curriculum for all groups of learners	To identify any barriers to inclusion Evaluate the progress of groups of learners to inform next steps	Required resources for new courses	Director of Studies – annual Curriculum Review and calendar of reporting.	Principal	Outcomes of Curriculum Review Streamlining of process following reports and Progress Reviews. Review impact of new GCSEs / A levels on full range of students.	

Review of use of Teaching Assistants (TAs)	In the light of the Education Endowment Fund's research on the use of TAs, review current use at AB to inform next steps	Time rather than cost	LESCO – review summer 2018 for training and further review of impact in 2018-19.	Director of Studies	LESCO's report to SLT Staff training Reports to the Education Committee	
Awareness raising with staff	Raise awareness of staff in order to identify areas of focus in development plans Pastoral team explicitly focus on needs of their students to facilitate accessibility and inclusion	CPD costs involving external speakers or courses.	The LESCO	Head of ABIC	Staff training takes place including dyslexia and autism, Staff evaluations from specific training, Staff Forum, Pastoral team's review of action plan.	
Succession planning	Seamless transition of staff in order to maintain quality provision and impact	Lead-in time for review of structures to ensure high quality provision	The Principal-ongoing	School Council	School systems adapt as needed – ongoing evaluation	
Improve facilities for Learning Enrichment and Support team	New facilities provide an enhanced environment for LES students and parents	Resources for new LES room and nurture room	The LESCO	Head of ABIC	Positive evaluations from those who use the new rooms	

Area for action	Task / Target	Success criteria / intended impact of task	Resource implications	By whom? / by when?	Monitored by	Evidence to demonstrate impact	*Progress
2)Develop the physical environment of the school to increase access	To regularly audit the school site to identify priorities to enhance disability access.	The audits enable a timescale for improvements to be identified	Dependent on the work –from estates budget	Estates Manager-as in property rolling programme	Bursar	Reports to Estates Committee	
	Continue to improve lighting throughout the site.	To ensure a safer visible route for staff and students	Cost of maintenance and installation of new lighting			Reports to Estates Committee, Improved external lighting	
	New LED Lighting	New or refurbished classroom provision to have a light level of 300-500 lux	Cost of installation			Reports to Estates Committee Improved light levels in classrooms	
	Audit procedures for ease of access for emergency services	Ensure prompt response time from emergency services arriving on site to seeing patient	Cost of improvements eg wheelchairs and mobile ramps			Reports to Estates Committee On Improved access	

	Improve access to car parks	Resurface areas of the carpark	Remove slips and trips hazards			Reports to Estates Committee Work undertaken	
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Area for action	Task / Target	Success criteria / intended impact of task	Resource implications	By whom? / by when?	Monitored by	Evidence to demonstrate impact	*Progress
3)To further develop strategies to improve communication with students and parents	Extend opportunities for parents and students to discuss learning, including raising awareness of barriers to learning	Evaluate current opportunities and new opportunities eg when boarders come to school with parents at the start of a term.	Planning and photocopying of resources	SLT for introduction in 2018-19	Principal	Parents' Evaluations	
	To ensure parents are aware of the accessibility plan and regularly given the opportunity to be involved in its development	Information on plasmas and reminders in weekly newsletter. All school communications to include a paragraph inviting parents to contact the school with any accessibility issues. Regular meetings with parents of students to improve provision	n/a	Principal LESCO	School Council Head of ABIC	Evidence of improved communication and parental feedback	
	To audit staff and ensure up to date records of staff needs are kept	Staff to be encouraged to disclose any disabilities / health related issues so that they may be supported (on a voluntary basis)	n/a	Led by the medical team annually	Head of ABIC	Those staff who wish to disclose medical information have a process to do so	
	The accessibility plan adheres to General Data Protection Regulation	Improvements are considered within the context of the GDPR	Training for staff	Bursar Lent 2018 planning. To begin Summer 2018.	Principal	Outcomes of GDPR working group. Updates to School Council Staff training Review of storage and use of information	

Progress indicators on School Development Plan

Red: A task needs attention and action now

Amber: A task is in progress and will benefit from renewed focus to ensure it has the desired impact

Green: On track for completion date, no issues

