

Policy Owner	Maureen Foakes
Approving Body	Board of Governors
Date Approved	February 2017
Effective Date	February 2017
Review date	February 2018



St Aubyn's School Accessibility Policy and Plan 2015-2018

Ethos and Aims of St Aubyn's (Woodford Green) School Trust

St. Aubyn's aims to offer the highest quality of teaching and learning, and support for all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

Admission to the school is non-selective at age 3 or 4, and after age 6 is by assessment. The school seeks to meet the needs of each individual child so that he/she may reach his/her potential. We strive to be a fully inclusive and welcoming school as our mission statement states:

We are committed to the academic and all-round development of every child in the school.

Our aim is that each child becomes:

- ✓ A self-confident, independent, inquiring learner
- ✓ A considerate, moral, versatile individual
- ✓ A sociable, responsible, tolerant citizen

To achieve this, we work together to provide a learning environment, characterised by:

- ✓ High aspirations and clear expectations
- ✓ A broad, balanced, well-resourced curriculum
- ✓ Responsiveness to each individual's talents and needs

Our motto from 1884 still reflects our approach to teaching and to learning today:

Fortiter, Fideliter, Feliciter Bravely, Faithfully, Happily

We regularly review and take steps to 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. All our recent developments have all included level access doorways and a lift where required.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils 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 pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

Context

As at January 2017, St Aubyn's has 2 pupils with education healthcare plans (EHCP). Pupils with individual education plans are monitored termly to assess progress relating to their Individual Education Plan (IEP) targets.

We have 25 pupils with medical disabilities. These include dyslexia, diabetes, hearing impairment, cystic fibrosis, sickle cell anaemia etc. All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips).

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of St Aubyn's School. We have 6 staff with medical disabilities such as diabetes, Crohns disease, hearing impairment, emphysema etc and all staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

At St. Aubyn's we have set up a disability policy review committee which consists of the Headmaster and the Bursar, and may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

- i) to review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
- ii) to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
- iii) to prepare the school's accessibility plan
- iv) to review such plans and policies as necessary and at least on an annual basis



We have conducted an audit of our provision for pupils with special educational needs and/or disabilities. The results of the audit have informed our school accessibility plan for 2015-2018 which is a written action plan with targets. The plan and targets have been widely circulated to all teaching and support staff and is shown in appendix A.

We will regularly monitor the success of the plan and it will also be reviewed annually by the governing body and the school's disability policy review committee (as above). The governing body will report on how targets have been met in their annual report.

Action Plan

The following has been carefully considered by the school's disability policy review committee and are regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Co-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

Reviewed February 2017 MF



Appendix A

The results of St Aubyn's audit and continuous monitoring of the above has informed the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard	Description
98 (a)	Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the school's curriculum;
98 (b)	Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled
98 (c)	Improving 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.

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date – short, medium or long-term
Disability Rights Commission's Code of Practice for Schools being implemented as a working policy for the support of pupils with disabilities throughout the school site	98 (a) 98 (c)	Senior staff and others consider the full implications of the DRC's Code as working policy throughout whole school site	SMT	To be ascertained as required	Revised Disability Policy drafted, agreed, and used as a working document. Ongoing Provision and practice in relation to pupils with disability implemented along lines of Code throughout whole school.	Ongoing – practices reviewed as required
Health & safety procedures incorporates the needs of disabled pupils	98 (c)	Review and revise health and safety procedures as required	H & S Committee SMT	To be ascertained as required	Procedures meet requirements of DRC Code Health and safety of disabled pupils maximised	Ongoing

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date – short, medium or long-term
Selection procedure for admission to the school to be implemented along the lines of the DRC's Code of Practice for Schools	98 (a)	Staff involved in selections and admissions review and revise selection procedures as appropriate to meet the needs of the new intake	Head	To be ascertained as required	Selection and admission to school of disabled pupils implemented along the lines of the Code of Practice.	Ongoing
Training for teachers on meeting a range of needs	98 (a) 98 (b)	After an audit, the school decides which teachers would benefit from additional training. e.g. for staff to be aware of the needs and strategies for working with pupils on the EAL Register and as pupil requirements change.	Head	To be ascertained as required	Equal access to the Curriculum.	Ongoing

Improved practice of school staff on meeting needs of disabled pupils	98 (a) 98 (b)	After an audit the school decides which staff would benefit from Disability Awareness training e.g. for staff working with pupils with specific needs such as cystic fibrosis, diabetes and allergies that might require administration of medication via an Epi Pen.	Head SMT	To be ascertained as required	School staff are able to understand and meet the needs of pupils with disabilities Improved support for pupils with disabilities throughout the school	Ongoing
Auxiliary aids to support disabled pupils available as appropriate	98 (a) 98 (b)	Sources for auxiliary aids identified following appropriate advice. Appropriate charging policy for parents agreed.	L/Sup Manager	To be ascertained as required	Appropriate auxiliary aids available for pupils on admission to school, reviewed and updated as appropriate. Full access to the curriculum for disabled pupils.	Ongoing and as the need arises
All school policies and procedures take into consideration the particular needs of pupils with disabilities	98 (a) 98 (b) 98 (c)	School staff consider the implications for disabled pupils in current school procedures, risk assessments and policies, revising as appropriate.	SMT Governors	To be ascertained as required	Needs of disabled pupils met in all aspects of school life wherever possible. Greater range of needs met throughout the school	Annually

After school clubs and activities more accessible to disabled pupils	98 (c)	Staff consider needs of disabled pupils in after school clubs and activities	Head & Deputy Head	To be ascertained as required	Improved access to after school clubs and activities. Out of school hours needs of disabled pupils met more appropriately.	Ongoing
Availability of written material in alternative formats	98 (b)	School staff make themselves aware of services available for converting written information into alternative formats.	Additional Learning Manager	To be ascertained as required	If needed the school can provide written information in alternative formats. Delivery of information to disabled pupils and parents improved.	Ongoing – overseen by the Additional Learning Manager

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date – short, medium or long-term
Physical access to school and curriculum improved	98 (c)	Planned use of building funds	Development Com	To be ascertained as required	Over a period improved access. Accessibility to school Improved access to the Dining and Nursery Facilities	Medium and Long term 2015-2019
Physical access to school improved – in particular for pupils and visitors accessing the Main building	98 (c)	Create a new entrance to the school for pupils and staff, situated at the back of the building once the kitchen has moved to a new location. The current access is by stair only and we propose a new ramped entrance. Ideally a lift is required in this building and will be considered in future developments.	Development Committee	To be ascertained as required	Better access to lockers, the science lab and senior school teaching rooms.	Long term 2015-2018
Sports facilities more accessible to disabled pupils	98 (a) 98 (c)	Access to Sports & Physical Education Facilities. Improve access for disabled pupils	Head	To be ascertained as required	Ideally a lift is required to provide full disabled access to sports & PE facilities. This would improve Consider how to improve the layout of the facility to give better access for disabled pupils.	Short Term to use PAC 2012 -2014 Long term for a lift - 2015-2018

