



Ghyll Royd School and Pre-School
A foundation for life

Accessibility Plan

Policy review completed by the Headteacher on

Name of Headteacher

Date to be reviewed

Autumn 2017

David Martin

Autumn 2020

PROVIDING
EXCEPTIONAL
EDUCATION
FOR OVER

125
Years

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Ghyll Royd School and the Pre-School (Early Years Foundation Stage) is committed to safeguarding and promoting the welfare of young children and expects all staff and volunteers to share this commitment.

ACCESS PLAN

Improving access to the curriculum and physical environment of the school

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1 INTRODUCTION

The Equality Act repeals and replaces the provisions of the Disability Discrimination Act 1995 (as amended in 2001). Chapter 1 of the Act addresses the issues for all schools in England, Scotland and Wales. References to previous legislation should be understood to include relevant and updated provisions of the Equality Act.

1.1 Schools are required to plan for:

Increasing access for disabled pupils to the school curriculum

This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

Improving access to the physical environment of schools. This covers improvements to the physical environment of the school and physical aids to access education.

Improving the delivery of written information to disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

This will include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe

1.2 Definition of Disability

A physical or mental impairment which has a substantial and long term effect on a person's ability to carry out normal day-to-day activities.

1.3 Discrimination against disabled students can take place either:

By treating them "less favourably" than other people, or

By failing to make a "reasonable adjustment" when they are placed at a substantial disadvantage" compared to other people for a reason relating to their disability.

The Act applies to all activity institutions which provide wholly or mainly for students, including, for example:

- all aspects of teaching and learning, including lectures, lab work, practical's, field trips, work placements etc.
- examinations and assessments
- learning resources, including libraries and computer facilities etc

Institutions are only expected to do what is “reasonable”. What is reasonable will depend on all the individual circumstances of the case. A reasonable adjustment might be an action that helps to alleviate a substantial disadvantage. It might involve:

- changing standard school procedures
- adapting the curriculum, electronic or other materials, or modifying the delivery of teaching
- providing additional services, such as sign language interpreter or materials in Braille
- training staff to work with disabled people and to provide appropriate adjustments altering the physical environment

The purpose of the legislation is to enable disabled people to gain access to learning opportunities. In achieving this, it is not expected that academic standards should in any way be compromised. Wherever possible courses and teaching practices should be accessible by design, so that only minimal adaptations need to be made for individuals. This also helps in complying with the “anticipatory” aspect of the Act.

2 ADMISSIONS

Ghyll Royd School is a day, co-educational independent school and it operates its own admissions policy. The school is happy to consider applications from any child, regardless of disability, colour, creed or race so long as other entrance criteria are met. Pupils with specific learning difficulties may be accepted provided that the school is able to offer the level of specialist and general assistance required. Parents should be aware that there may be a charge for additional individual learning support.

Where an admission enquiry is made by the parents of a pupil with a specific learning difficulty or disability the SENCO is involved at an early stage. Where possible they meet prospective pupils and their parents at the initial visit to discuss and assess needs and to consider any reasonable adjustments that may need to be made. Where appropriate, pupils’ needs are assessed with the support and advice of external agencies, such as an occupational therapist, as part of the admission process.

The school’s Terms and Conditions state:

3.(a) “Admission is at the discretion of the Head. The School undertakes not to treat disabled pupils less favourably, without justification, than their non-disabled peers and to make reasonable adjustments to ensure that pupils who are disabled are not put at a substantial disadvantage in comparison to pupils who are not disabled.”

Ghyll Royd School welcomes pupils from all sectors of society and always endeavours wherever practical, to accommodate their individual needs. Unfortunately, and no matter how regrettable, it is inevitable that the physical characteristics of the school will always act as a detraction for any child permanently dependent on a wheelchair or suffering from impaired mobility. The school’s facilities e.g. sports hall, library, art room, classrooms, are spread amongst 3 buildings and are on 2 floors.

Ghyll Royd school does not view this as an acceptable situation and it therefore continues to improve access wherever it is practically possible. In the short term the school is particularly keen to ensure that any disabled pupils can continue to fulfil a normal school life. At present there are no pupils in wheelchairs.

3 CURRENT CURRICULUM PROVISION

In planning curricular and extra-curricular the Head has an increased awareness of and can anticipate accessibility issues faced by disabled pupils and adjustments or alternative provision are considered.

3.1 Curriculum

The school offers a broad curriculum and the non-core areas are taught through the Learning Challenge Curriculum. Within this curriculum there is some in-built flexibility to create programmes that meet the needs and interests of each individual.

All subjects are taught in mixed ability groups either within the year group or across a Phase e.g. Year 1/2, Year 3/4, Year 5/6.

3.2 Policies

The school has an Equal Opportunities Policy and a separate but complementary Special Educational Needs Policy which outline the school's policies and procedures for pupils with disabilities.

3.3 Staffing

There is a generous overall teacher : pupil ratio of 1:11 and the Early Years Foundation stage ratios exceed statutory ones stated in the Early Years Foundation Stage. Average class sizes range from 3 – 16, depending on the age range, this facilitates differentiation.

The Learning Support team is comprised of a full time class teacher who acts as SENCO, a lead Early Years Practitioner for SEN and 2 teaching assistants who work across Reception to Year 6.

The SENCO works with teaching staff to ensure that the individual needs of pupils with specific learning difficulties are being met effectively in the classroom and curriculum.

3.4 Existing Pupils

The school has in the region of 8-10 pupils who have a specific learning difficulty or disability, of whom approximately half have additional lessons. The difficulties these pupils have include: ADHD, Autism, specific language impairment, substantial hearing loss and asthma. All these pupils do enjoy access to the school's existing curriculum, sporting and leisure programme and premises. Those requiring regular medication are supported by the care and guidance offered by staff who are fully qualified in first aid.

3.5 Individual Education Plans Profiles (IEPs)

All pupils on the school's special educational needs register have an IEP that has clearly stated and agreed targets that are reviewed annually. There is an annual schedule for review (with outside agencies if applicable), which is also discussed with parents.

3.6 Involving Parents and Pupils

As part of the reviewing process, the SENCO discuss an appropriate curriculum for a pupil with a disability with both the parents and pupils. For example, a pupil with moderate specific learning difficulties may reduce the number of curriculum subjects. Any changes to the timetable are discussed fully with the Head.

3.7 Assessment

Test data is scrutinized to further identify pupils with potential learning issues. Learning Support staff will brief and advise teaching and where appropriate, complete further diagnostic tests. Permission is sought from parents prior to this diagnostic assessment and scores are discussed with parents and where appropriate with pupils.

3.8 Staff Training

There has been whole school staff training on Autism and hearing impairment.

Meetings with the SENCO to discuss specific learning difficulties and with the Head to review baseline data form a part of the induction programme for all newly appointed teachers.

Teachers are encouraged to attend courses to help develop their understanding and awareness of specific learning difficulties and disabilities.

3.9 Assessments

The school makes adjustments for disabled pupils taking assessments. They may be given additional time, be allowed to use a word processor, have amanuensis, a reader, rest breaks etc.

Assessment papers can be printed on to different coloured paper if appropriate. The school can print large text versions of its own papers.

If appropriate alternative, smaller assessment venues can be arranged for those whose specific needs or medical conditions require this.

4 DISABLED PHYSICAL ACCESS PLAN

'A plan to improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services'.

The Equality Act and its predecessor legislation such as the Disability Discrimination Act 1995 (DDA) and the Special Educational Needs and Disability Act 2001 (SENDA) have implications for the School. The law requires that the responsible

bodies anticipate the requirements of disabled staff, visitors and pupils and make all reasonable adjustments to avoid their discrimination.

5 GOVERNANCE

- 5.1 Elizabeth Lammas has been appointed as the Governor with specific responsibility for Disability issues at Ghyll Royd School.

6 MAIN BUILDING (Greystone Manor)

A disabled parking space must be labelled and made available in the parking area directly outside school to enable ease of access on tarmacked paving areas and up the ramped area outside the Little Adventurers classroom. Access to disabled toilets are available in the sports hall and can be accessed through the main building back door using the ramp.

7 OTHER BUILDINGS/FACILITIES

7.1 Sports Hall

Access would be possible by wheelchair via the back gate in the playground and there are disabled toilet facilities available.

7.2 Coach House

Access to the Coach House would be possible via the back gated area but a ramp would need to be fitted to the Coach House door entrance in order to access the ground floor classrooms only.

8 THE EXTERNAL ENVIRONMENT

- 8.1 Handrails on sloping paths have been installed on the ramp leading to Little Adventurers. An additional handrail is required to the steps leading into the courtyard from the main building.
- 8.2 The parking areas are very uneven and unsuitable for those in a wheelchair or using crutches.
- 8.3 External lighting has been extensively upgraded for security reasons in recent years. The school will continue to investigate ways of improving visibility after daylight hours.
- 8.4 Signage has also been improved in recent years, although directional signage is low key.

8 PLAN OF ACTION
Improving Physical Access

| Targets | Strategies | Outcome | Time Frame | Funding | Achieved by |
|--|--|---|-------------------|----------------|--------------------|
| Support needed to walk up the courtyard ramp | Purchase and fit a handrail onto the wall | Easier and supported access to the school | June 2018 | £200 | |
| To enable those in a wheelchair to have an appropriate parking area. | Signage to be bought to identify disabled space in small parking area directly outside school. | Visible disabled parking space with easier access to the school | Sept 17 | £10 | Sept 17 |
| Improve safe exit and entry of main school entrance | To have a disabled ramp available | Pupils and Children will have wheelchair acces | Autumn 2020 | £500 | |

9 PLAN OF ACTION
Improving Curriculum Access

| Targets | Strategies | Outcome | Time Frame | Funding | Achieved by |
|-------------------------|--|--|-------------------|----------------|--------------------|
| Intervention Strategies | Analysis data from Classroom Monitor to ensure progress of pupils with SEN are making progress in line with cohort | Pupils are making expected progress or better. | Autumn 18 | £0 | |

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|---|---|--|-----------|------|--|
| Differentiation in Planning / Teaching | SLT and SENCO to monitor quality of differentiation and provision for SEND pupils. | Variety of learning styles and multi-sensory activities evident in planning and in classrooms. | Autumn 18 | £300 | |
| Staff training in supporting pupils with SEND – focus on key areas of need within the school: Dyslexia/Autism | Identify gaps in knowledge and access external training as required. SENCO to deliver training. | All staff are aware of individual's needs All staff fully meet the requirements of children with disabilities with regards to accessing the curriculum. | Summer 19 | £500 | |

10 PLAN OF ACTION

Improving the Delivery of Written Information

| Targets | Strategies | Outcome | Time Frame | Funding | Achieved by |
|---|--|---|----------------------------------|---------|-------------|
| Make available alternative formats of written material | The school will act on advise from agencies depending on a child's needs. | Effective communication of written information about disabilities throughout school through the use of ISP | Continual review and improvement | £200 | |
| Availability of written material in alternative formats when specifically requested | The school will make itself aware of the services available for converting written information into alternative formats. | Use of coloured screens on Interactive Whiteboards. Raise awareness of font size, page layouts and use of colour paper to support children with visual impairments and reading difficulties. | Annually | £300 | |

| | | | | | |
|---|--|---|-----------------|-------------|--|
| <p>Review children's records ensuring school's awareness of any disabilities.</p> | <p>Information collected about new children. Records passed up to each class teacher. End of year class meetings. Annual reviews. SEN Support Plans.</p> | <p>Each staff member aware of disabilities and needs of those children in the school All teachers are teachers of SEND.</p> | <p>Annually</p> | <p>£100</p> | |
|---|--|---|-----------------|-------------|--|