



Old Vicarage School

Accessibility Policy and Plan

This policy applies to the whole school including the EYFS (Early Years Foundation Stage).

This policy should be read in conjunction with the following policies: Admissions, Equality of Opportunity, Individual Needs and First Aid & Medical Conditions Management.

At Old Vicarage School, we are mindful of the definition of Special Educational Needs (SEN) and Disability within the SEND Code of Practice (2015) and the Equality Act (2010) and the requirement that schools need to examine all aspects of their provision of educational and associated services, and to ensure that appropriate responses are made to meet the needs of those with disabilities, differences or special needs.

The definition of a disabled person is “someone who has a physical or mental impairment which has an effect which has a substantial and long term adverse effect on his or her ability to carry out normal educational activities”. Special Educational Needs (SEN) refer to any circumstances resulting in an individual pupil requiring additional or different help in order to take full advantage of the educational opportunities offered to pupils of the same age.

In planning and designing its educational provision, the School is committed to ensuring that all pupils have equal access to learning and to the curriculum. We recognise that every child is unique and are committed to making reasonable adjustments in order to remove barriers to learning and participation in school life. We value the diversity of our school community and appreciate the contribution that those with SEN and/or disabilities can bring to school life.

In drawing up its Accessibility Plan, the School recognises its duty to consider the broad range of needs and requirements of all pupils, current and future, and to plan and make changes to policies, procedures and practices to ensure that the school will not discriminate against pupils with SEN and/or disabilities as far as is reasonable.

In making reasonable adjustments and in drawing up accessibility plans to improve access over time, the School will aim to plan for positive solutions, but will also take into account its own resources, the health and safety of all pupils, the practicalities of making adjustments, the need to maintain standards and the interests of other pupils.

Admissions

Admission to Old Vicarage School is non-selective for entry in Reception and minimally selective thereafter. The School must feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of her potential and in line with the general standards achieved by the pupil's peers, so that there is every anticipation that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult. The School applies these criteria to all potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments.

The Physical Environment

The School is situated on a confined site and, in accordance with Health and Safety legislation and good practice, the School regularly reviews:

- Circulation around the building (daily and in the event of an evacuation).
- The accessibility of the entrances to the building and external areas.
- Provision of services, taking into account any changes in good practice or advances in technology.

The main School building is a Grade II* listed building with several storeys and there are severe restrictions on the extent to which major adjustments can be made, for instance, a lift cannot be installed. The School has a portable access ramp which provides limited access.

All pupils, from Reception class upwards, are required to move around school for their lessons, based on the valid premise of having all the facilities for each subject in one place. As such, it would be difficult to confine lessons for physically disabled pupils to a specific area of the school. Any pupil with impaired mobility is going to be put at a disadvantage by these problems, if not prohibited altogether from access to most of the educational and other facilities the school offers.

These matters cannot be remedied in any substantial way by reasonable adjustment either due to the listed status of the building, the confines of the site, or because of the significant and prohibitive cost involved.

Pupil participation in the curriculum

The School's Individual Needs department provides help and support to all pupils identified as being in need of additional help.

Although blind or deaf children would have difficulty in accessing the curriculum, provision could be made to provide auxiliary aids and services that would enable partially sighted and hard of hearing children to lead fulfilling lives at the School. Any other disability that does not include severely restricted mobility e.g. epilepsy, would not prevent a child from gaining complete access to the curriculum.

Teachers will be provided with appropriate support, guidance and resources to ensure they are able to meet the learning needs of all pupils. When planning visits out of school, whether day or residential, these will, where possible, be organised to places that are accessible to those with physical disabilities or restrictive medical conditions. Staff must ensure that the appropriate risk assessments have been completed and precautions have been considered. If a visit were not accessible, the School would aim to provide alternative learning opportunities.

Use of laptops and/or extra time for examinations will be permitted if an educational psychologist's report has diagnosed a specific learning difficulty or if a candidate has a physical disability or medical condition which causes her to write slowly.

Extra-Curricular Activities

Extra-curricular activities are a fundamental part of School life. Wherever possible, adjustments will be made to overcome any difficulties and enable all pupils to take part in such activities.

Three Year Accessibility Plan

The regular review of disability provision at Old Vicarage School has informed the action plan below:

Ongoing actions:

Area	Action	Responsibility
Curriculum	Identify and provide support for children with SEN and meet the recommendations of educational psychologists' reports.	Teachers & Individual Needs Staff
	Provide support within the classroom for children with hearing difficulties.	Teachers
	Identify pupils who need resources adapted including enlarged or coloured paper, different fonts and font sizes, the use of coloured overlays, different coloured backgrounds on the IWB.	Individual Needs Staff
	Offer typing as a curriculum subject in Years 3 and 6 and support the use of laptops for pupils as recommended.	Head & Head of Individual Needs
	Allow extra time, provide larger font papers as necessary in exams.	Individual Needs Staff
	Consider the purchase of slanted writing boards (pupils with dyspraxia find it easier to write on slanted boards)	Individual Needs Staff.
	Make referrals to external specialists where considered necessary and facilitate visits from clinical professionals. e.g. occupational therapists.	Individual Needs Staff
Training	Ensure specialist staff undertake CPD training to develop and maintain knowledge	Head/Individual Needs Staff
	Ensure all staff can access training & guidance specific to the needs of their pupils.	Individual Needs Staff
Building	Consider the needs of pupils/visitors with physical difficulties when planning future improvements and refurbishments.	Head/Bursar
	Create personal evacuation plans (PEEPS) as necessary.	Class Teachers/Bursar
Policies	<p><i>Review the following policies as per policy schedule:</i></p> <ul style="list-style-type: none"> • Individual Needs (SEN & Disability) • Accessibility • Equal Opportunities • Admissions • Child Protection & Safeguarding Policy & Procedures 	(IN = Individual Needs) Head of IN Head/Head of IN Head Head Head

Medium Term Action (2-3 years)

Area	Action	Responsibility
Curriculum	Widen the scope for visual learning (assist pupils to maintain interest/focus particularly those with ADD)	Head of IN
	Investigate the possibility of providing annual sight/hearing tests for new children to pick up difficulties.	Head/Head of IN
Building	Where viable, consider the needs of a disabled person at the planning stage of any future building/reconfiguration work at the school.	Head/Bursar
	Review areas where physical accessibility may be improved.	Head/Bursar

Long term Actions (3+ years)

Area	Action	Responsibility
Curriculum	Investigate viability of installing hearing loops in some classrooms.	Head/Head of IN/Bursar
Training	Look at training teachers to use mobile microphones to enhance provision for deaf children who have appropriate receiver	Head/Head of IN
	Consider training for staff regarding visually impaired students.	Head/Head of IN
Building	Where viable, consider the needs of a disabled person at the planning stage of any future building/reconfiguration work at the school.	Head/Bursar

Signed: **Gill Linthwaite**

Position: Head

Reviewed: May 2018

Review date: May 2021