



## **ST PIRAN'S ACCESSIBILITY POLICY AND PLAN 2018-2021**

### **ETHOS AND AIMS**

St Piran's strives to be a fully inclusive, accessible and welcoming School and therefore aims to ensure that each and every pupil can participate fully in the life of the School. A St Piran's education nurtures and inspires, unlocking the potential of every child. Our pupils are respectful, happy, creative achievers of whom this School is enormously proud. The School values all pupils, staff, parents and visitors regardless of their physical, sensory, social and emotional needs. This policy is applicable across the School including Early Years.

The Governors are aware of their responsibilities under Schedule 10 of the Equality Act 2010 which sets out the accessibility arrangements responsible bodies in schools must implement for disabled pupils. There is a three-year written accessibility plan is prepared and furthered in accordance with the school ethos and aims, and Equal Opportunities and SEND Policies. This rolling plan is reviewed annually.

St Piran's will always challenge negative attitudes about accessibility and disability, and endeavours to develop awareness, tolerance, respect and inclusion across the School.

### **DEFINITION OF DISABILITY AND SCOPE OF THE POLICY AND PLAN**

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Policy and Plan contains relevant actions to:

- Increase the extent to which disabled pupils can participate in the School's curriculum,
- Improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled
- Increase awareness in matters of disability discrimination
- Ensure a planned increase in accessibility of provision for all pupils, staff, parents and visitors

The School has an Accessibility Policy Review Committee which consists of the Headmaster, Bursar, Health & Safety Governor, the Matrons, Director of Studies, Head of IT, Facilities Manager and SENCo and may co-opt additional members whose expertise in any field would be of assistance. The Committee's terms of reference are:

1. To review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.
2. 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.
3. To prepare the School's Accessibility Policy.
4. To oversee the School's SEND Policy.
5. To prepare the School's accessibility plan.
6. To review such plans and policies as necessary and at least on an annual basis.

The School's Accessibility Policy Review Committee are central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

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

The School conducts audits of our provision for pupils with special educational needs and/or disabilities. Views of teaching and non-teaching staff, governors, parents and pupils are carefully considered. The Committee develops on an ongoing basis, an understanding of the school community of disability and accessibility, priorities for our pupils with SEN and/or disabilities and priorities for our pupils' parents.

The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

This understanding informs the School Accessibility Plan, which is available to all teaching and support staff, as well as parents via the School Website.

### **Admission**

Admission to St Piran's depends upon the criteria set out in our Admissions' Policy and Plan. The School must feel sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers so that there is every chance that the pupil will have a complete, happy and successful school career.

The School's policy and plan is to apply these criteria to all pupils/employees and potential pupils and potential employees regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil/employee or potential pupil/employee at a substantial disadvantage compared to any pupil/employee who is not disadvantaged because of his or her disability.

The School asks parents to complete an Accessibility Form in respect of a prospective pupil at the time of application, and asks to include details of any auxiliary aids that their child might need. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

For potential new staff, when offering the post, the individual is required to provide information with regard to physical or medical needs.

## **HOW THE PLAN IS REVIEWED AND MONITORED**

The School's Accessibility Policy Review Committee meets twice a year to frame recommendations for inclusion in the plan. These recommendations include input from the Senior Management Team and then the plan and its implementation is reviewed during the Governors' Finance and General Purpose Meeting in the Christmas Term.

The plan should be read in conjunction with the School's Admissions Policy and Special Educational Needs and Disability Policy.

Improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school.

### ***Appendix A***

In common with many other schools, the layout of St Piran's covers a wide area and consists of many separate and older buildings of several stories and without lifts, which have grown up since the school was founded. Again, common to many schools, St Piran's has specialist classrooms for each subject in Upper School and some specific subjects through the school, based on the valid ground of having all the resources for one subject in one place. This requires pupils to go from classroom to classroom, often up and down stairways in buildings without lifts. 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 facilities the school offers. Nor can these matters 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. Teaching staff will also have similar difficulties when accessing classrooms and staff rooms on different floors.

### **Overview:**

- There are accessible toilets in all school buildings.
- There are parking facilities for the disabled in the Main Car Park and Early Years car park.
- If a pupil was unable to access a first or second floor classroom, the lesson would be relocated to a more accessible room.
- There is one lift in the St Piran's Centre to provide access to the Sports Hall from the main entrance and is accessible to wheelchair users.
- The St Piran's Centre, Year 1 classrooms, Reception classrooms and English classrooms have wheelchair access.
- The following buildings/teaching areas are single storey or are on the ground floor:
  - Geography.
  - History.
  - English.

- Maths.
  - Year 1 classrooms.
  - Year 2 classrooms.
  - Nursery.
  - Reception.
  - Changing rooms.
  - Extended Day.
  - Dining Areas.
  - Lower School Hall
  - Tippet Hall.
  - Sports Hall.
- There are accessible toilets on the ground floor in the following buildings:
    - St Piran's Centre.
    - Reception classes.
    - Nursery.
    - Main building foyer.
    - Year 1 classrooms.
    - Lower School Hall.

Increasing the extent to which disabled pupils can participate in the school curriculum.

**Appendix B**

- The curriculum and lessons provide opportunities for all pupils to achieve and succeed. The school employs a SENCo who will support and advise staff on how best to present the curriculum to children of all needs. Lessons are responsive to pupil diversity and involve pupils working in pairs, groups and with the whole class. Staff have high expectations of all pupils irrespective of special educational needs, sensory impairment or disability.
- The structure of the curriculum and subsequent timetable is overseen by the Director of Studies. All pupils benefit from a broad and balanced curriculum, and are also encouraged to take part in music, drama, physical activities, extra-curricular activities, trips and visits. School performances and sporting opportunities are made accessible to all pupils irrespective of attainment or impairment, wherever possible. Staff provide lesson input and have lesson outcomes in differentiated form to suit the learning styles of individual pupils.
- Staff recognise and allow for the additional time required by children with learning difficulties/physical difficulties, in line with their Individual Education Plan, (IEP) or Educational Healthcare Plan (EHP). These are reviewed annually by the SENCo.
- The School will support children who need to record information in different ways eg. by using a laptop. Other hardware devices or software programmes can be used as and when appropriate to access the curriculum and record information.
- All textbooks are provided by the School and so pupils do not need to carry them.
- School visits and trips are made accessible to all students irrespective of attainment or impairment, wherever possible.
- Pupils are set in maths from Year 2 based on their ability and not their specific learning/physical disability.
- Identified pupils in the school are supported by the SENCo in Tutor Point with either a single, paired or group support lesson.

- Staff are trained and updated by the SENCo with regard to the different types of learning difficulties that pupils may have and how we can best support them in class. Tutor Point information is held on the Staff LiveDrive.

Improving the delivery to disabled pupils of information which is readily available to students who are not disabled.

***Appendix C***

- Children with specific needs in public examinations are identified by Tutor Point and appropriate support e.g. reader, amanuensis, quiet room; is arranged as appropriate.
- Parents can make appointments to come in and speak with staff at any time.
- Pupils who have a dyslexic condition improved by the use of coloured overlays, will have them provided.
- Modified examination scripts published by Examination Boards are made available to pupils with specific needs eg. font size, braille.

**Reviewed By:** Bursar  
**Date:** January 2018  
**Next Review Date** January 2019

## ACCESSIBILITY PLAN 2018-2021

### Appendix A: Improving Access to the Physical Environment

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
<b>Short Term</b>	Improve access to classrooms and learning areas for pupils and staff with disabilities	<ul style="list-style-type: none"> <li>- Identify areas where improved access is appropriate, and scope and cost solutions. Particular areas to be considered will be steps to the IT suite, the Upper Fields, Millstone Garden and Northside 1.</li> <li>- Consider options and select practical solutions that are affordable and reasonable for the School.</li> <li>- Consider contingency planning options such as using the LRC for IT lessons.</li> <li>- Confirm contingency plans and deliver practical solutions to improve classroom accessibility.</li> </ul>	<p>Academic year 2017-2018</p> <p>Academic year 2018-2019</p>	Headmaster and Bursar	
	Provision of appropriate access to Main School	<ul style="list-style-type: none"> <li>- Consider suitability of existing access via Main School Entrance.</li> <li>- Consider options and select practical solutions that are affordable and reasonable for the School.</li> <li>- Deliver practical solutions if required.</li> </ul>	<p>Academic year 2017-2018</p> <p>Academic year 2018-2019</p>	Headmaster and Bursar	

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
	Development of Evacuation Plan that accommodates staff, pupils and visitors including those with disabilities	<ul style="list-style-type: none"> <li>- Consider suitability of existing evacuation plans for members of our School Community and common disabilities that the School could reasonably expect in some visitors.</li> <li>- Develop evacuation plans that are affordable and reasonable for the School to implement. These plans will include specific details for members of the School community with known conditions requiring support during the event of an evacuation and will take into account common conditions that the School could reasonably expect in some visitors.</li> </ul>	Academic year 2017-2018	Headmaster and Bursar	
	Provision of suitable school pathways	<ul style="list-style-type: none"> <li>- Assess suitability of existing school pathways for existing school community, and explore options for improving accessibility for all that are reasonable and affordable to implement. Improvements may include signage for partially sighted pupils, safety painting on steps and around hazardous areas</li> <li>- Assess the evenness of surfaces and identify affordable improvements.</li> <li>- Assess external lighting and deliver practical solutions for safe movement of all members of the School Community.</li> </ul>	2017-2020	Headmaster and Bursar	
	Provision of safe passage through doorways or all members of the School Community	<ul style="list-style-type: none"> <li>- Assess doorway access suitability for the School Community taking into account specific conditions known.</li> <li>- Identify what improvements to doorways can be made that are reasonable and affordable.</li> <li>- Implement practical solution.</li> </ul>	2017-2019	Headmaster and Bursar	

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
<b>Medium Term</b>	Provision of classroom furniture to meet the needs of pupils, including those with particular needs	<ul style="list-style-type: none"> <li>- Assess individual needs and make provision as appropriate with particular regards to chairs, desks and footrests.</li> </ul>	As and when required	Headmaster, all teaching staff and Bursar	
	Provision of disabled changing facility	<ul style="list-style-type: none"> <li>- Assess individual pupil's needs and make appropriate provision should special disabled changing facilities be required.</li> <li>- When a development project includes specifications for toilets or changing rooms, incorporate disabled provision, particularly in the St Piran's Centre.</li> </ul>	<p>As and when required</p> <p>When planning new washroom and changing facilities</p>	Headmaster and Bursar	
	Improve flooring across School for the disabled	<ul style="list-style-type: none"> <li>- Identify areas of School where improvements to flooring are required or desirable.</li> <li>- When planning new projects, include suitable flooring for wheelchair use where possible.</li> </ul>	<p>2017-2019</p> <p>When planning new projects</p>	Headmaster and Bursar	
	Ongoing access improvement to corridors and steps	<ul style="list-style-type: none"> <li>- Ongoing assessment of corridors and steps to identify improvements that are reasonable and affordable. These may include door guards to support disabled pupils to move freely along corridors, and increased provision of handrails near steps.</li> </ul>	2017-2020	Headmaster and Bursar	

## Appendix B: Improving Access to the Curriculum

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
<b>Short Term</b>	Improve access to games, PE and swimming	<ul style="list-style-type: none"> <li>- Undertake regular review of child's condition and consider what can be done for them to access PE, games and swimming more readily.</li> <li>- Staff training in preparation for a disabled pupil starting at school</li> <li>- Assess the need to purchase additional resources and equipment</li> <li>- If required, determine alternative physical education programme of study</li> </ul>	As and when required	Head of Boys' and Girls' Games	
	Provide training for staff to assess children's needs and understand resources available, including EVCs and access to Residential Trips	<ul style="list-style-type: none"> <li>- Determine the training needs and put it in place for the necessary staff</li> <li>- Director of Studies and SENCo to attend an external course on supporting disability in school and to cascade information to staff</li> </ul>	Academic Year 2017-18	Director of Studies and SENCo	
	Improve equipment for partially sighted pupils	<ul style="list-style-type: none"> <li>- Provision of laptop to partially sighted pupils, in liaison with parents.</li> <li>- Consider obtaining external professional reports and respond appropriately</li> <li>- Take advice on specific aids and purchase where appropriate e.g. reading pens, digital voice recorders</li> <li>- Training of staff</li> </ul>	As and when required	Director of Studies	
	Improve equipment for hearing impaired pupils	<ul style="list-style-type: none"> <li>- Provision of headphones to hearing impaired pupils, in liaison with parents</li> <li>- Provide more visual resources for those pupils with hearing impairment</li> <li>- Provision of a hearing loop if deemed appropriate and useful</li> <li>- Training of staff</li> </ul>	As and when required	Head of IT and Director of Studies	

	<b>Targets</b>	<b>Action and Resource Required</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Evidence of Implementation</b>
<b>Short Term (Cont.)</b>	Improve equipment for physically impaired pupils	- Provide suitable equipment based on assessment e.g. writing slopes, pen/pencil grips, adapted (weighted) pens	As and when required	Director of Studies	

	<b>Targets</b>	<b>Action and Resource Required</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Evidence of Implementation</b>
<b>Medium Term</b>	Appropriate staffing levels	- Regularly assess staffing levels in response to changing needs of pupils	As and when required	Headmaster, Deputy Head, Director of Studies, and Head of Early Years	

## Appendix C: Improving Access to Information

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
<b>Short Term</b>	Improve on-site instant communication	- Improve digital signage	Academic year 2017-18	Head of IT	
	Enable information to parents to be provided in different formats	- Ensure school policies, procedures etc. are available in large font or printed on dyslexia friendly paper	Academic year 2017-18	Headmaster	
	Improve staff's understanding of issues with SEND	- Provide NASEN journal in Staff Room	Academic year 2017-18	SENCo & Head of GAT	
	Improve understanding of ways teaching staff can communicate	- Head of IT to assess the value of Microsoft Windows Accessible to the School - Provide training for staff on using IT with SEND pupils	Academic year 2017-18	Head of IT & SENCo	

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
<b>Medium Term</b>	Provide a DVD of the school prospectus	- Research providers and place order if affordable	Academic year 2018-19	Marketing Officer	
	Ensure that the height of notice boards holding information are appropriate	- Ensure that all notice boards are at the correct height for SEND children especially those in a wheel chair.		Facilities Manager	