

HURLINGHAM SCHOOL

Disability Policy and Accessibility Plan September 2017 to August 2020

This policy is made available to all parents, prospective parents, staff and prospective employees of Hurlingham School on our website, and a hard copy can also be viewed at our School Office.

This policy applies to all activities of Hurlingham School, including the Early Years Foundation Stage on both the Putney Bridge Road and Gwendolen Avenue sites.

1. Introduction

We are committed to improving, over time, the accessibility of our school for disabled pupils, parents, carers and members of staff. To this end, we have in place an accessibility plan which details what improvements we intend to make over a three year period. This document builds on its predecessors dated April 2003, April 2006, April 2009 and April 2012 and now includes the Gwendolen Avenue site.

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Our main School building was newly built in 2004 and is fully DDA compliant. The following structural features are therefore an integral part of the main building:

- all areas have been constructed to comply with BB93 acoustic requirements
- there is lift access to all floors (with sensory operating buttons)
- there is a disabled toilet on each floor and one of the reception classrooms toilets can be easily re-instated for disabled access should the need arise (all include emergency pull switch)
- all doorways are wide enough to permit wheelchair access
- there is ramp access to the front entrances
- light switches are within easy reach of wheelchair users
- there is a separate sliding gate for ramp access
- all basins have paddle taps

The Arts Centre is an historic building so disabled access for wheelchair users is not currently possible to the first floor art room. As part of our accessibility plan we are exploring ways to address this.

The newly acquired Gwendolen Avenue site housing the Nursery and Pre-prep is contained within a Grade 2 listed building to the rear of a Methodist church. Complete accessibility to all areas is, therefore, not possible as there is no potential to install a conventional lift to the upper levels. The pre-prep classrooms are all on the ground floor, however, wheelchair accessible and there is a disabled toilet on the ground floor.

We therefore believe that disabled pupils (including those with learning difficulties) on the Putney Bridge Road site can access and participate in our whole curriculum with, at present, the possible exception of art in the art room. On the Gwendolen Avenue site, disabled pupils can participate in the whole curriculum in the pre-prep. On the Putney Bridge Road site, should it be the case that a current or future pupil encounters difficulty accessing the art room, appropriate measures (which could result in the temporary relocation of art for the class in question) will be put in place to counteract this. On the Gwendolen Avenue site, there is the potential to install a stair lift should a current or potential pupil require this to access the nursery.

2. Definition of Disability

For the purpose of this plan, the definition of disability is that defined by the Disability Discrimination Act 1995 (DDA) which states that:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities".

Reference to 'disabled people' includes disabled children, young people and adults, as pupils, employees, governors, parents and carers and other members of the wider community that might use school premises for leisure or other activities. The definition of disability covers a broad spectrum of impairments including:

- medical disability such as diabetes, asthma and epilepsy
- mobility difficulties
- speech, hearing and eyesight
- manual dexterity and physical co-ordination
- memory or ability to concentrate, learn or understand

3. Our Aim

The key objective in our accessibility plan is to reduce and eliminate barriers to access to the curriculum and to work towards full participation in the school community for pupils, prospective pupils and our adult users with a disability.

4. Principles

1. Compliance with the DDA is consistent with our aims and equal opportunities policy, and the operation of our Learning Difficulties and/or disabilities policy.
2. We recognise our duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services providing we feel that we 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.
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
3. In performing their duties, members of staff will have regard to the DRC Code of Practice (2002).
4. We recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality. We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorse the key principles which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

5. Admissions and Disabled Pupils

Our policy is to apply our admission criteria to all potential pupils. We welcome pupils with learning difficulties, providing that our Learning Support Department can offer them the support that they require. We welcome children with physical disabilities providing that our site can cope with them. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made in order for the child if he/she was to become a pupil at our school. We will need to ensure, however, that we are able to make the necessary adjustments to ensure that the prospective pupil is not put at a substantial disadvantage compared to a pupil who is not disadvantaged because of a disability.

Prior to being offered a place for their child, all parents are required to complete a 'pupil questionnaire' requesting information regarding any significant dietary, medical or learning difficulties and/or disabilities in respect of their child. Parents of children with a disability will also need to complete a Disability Assessment Form (to be treated as confidential if the applicant or parents require) which can be used to outline the nature and effect of the disability and the adjustments that may be required. In assessing any prospective pupil we may take any such advice and request any such assessments as we regard appropriate.

Above all, we must feel that we 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.

6. On Entry

Each pupil with a disability requires special consideration and treatment. If appropriate, we will put the necessary adjustments in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before he/she becomes a pupil at the school. We recognise that some disabled pupils may also require specialist support from our Learning Support Department, and we would normally discuss this issue with parents before their child enters the school. Copies of our Learning Difficulties and/or Disabilities Policy may be downloaded from our web site.

7. Other Adjustments

We are able, depending on need, to arrange for children to use laptop computers in classes, and, for example, for large print documents to be given to those with impaired vision or learning difficulties.

8. The Medical Room

On the Putney Bridge Road site, we have a modern, medical room that is open during the school day so that qualified help can be summoned immediately. On the Gwendolen Road site, the new building development works in the nursery space is to include the creation of an easily accessible medical room which will also be used for nappy changing and intimate care. The Heads of Section and/or the Headmaster are always happy to discuss any pupil's health problems with parents as well as the management of any medical condition.

7. Staff Training

Our teaching staff receive training on the learning needs of pupils with special education needs and disabilities. Our teaching and support staff are given regular training on working with our disabled pupils.

8. Physical Access

The main School building is fully DDA compliant. There are limitations on the Gwendolen Avenue site but reasonable adjustments would be implemented if necessary.

9. Medical Access

Most members of the teaching staff have been trained to administer an epi-pen.
The School is a nut-free zone.

Three Year Plan September 2017 – August 2020

	Development area	Review and further action required and person responsible	Timescale & Approximate Costs	Action taken / date
<p>Short Term 2017-18</p> <p>Increase the extent to which disabled pupils (including those with SEN) can participate in the school's curriculum</p>	<p>To carry out reasonable adjustments for any new and existing pupils to meet their needs.</p> <p>Allocate 2 members of staff to support a pupil in Year 5 with Autism in order to help him to access the curriculum and organise his work. This will also involve taking him out of class at times when his behaviour is likely to be detrimental to other pupils in his class and working with him on a sensory diet before school.</p> <p>Allocate 1 member of staff to assist a pupil in Y6 (born pre-prem) with auditory issues to enable him to access the curriculum.</p> <p>To implement new IT equipment for a pupil in Y5 suffering from Stargardts disease (macular degeneration – severe visual impairment) and to provide a member of staff to assist in class.</p> <p>Gwendolen Avenue specific: Purchase of a laptop trolley and 20 new laptops including all of the Sherston/LDA/Semerc inclusion materials.</p> <p>Employ a dedicated SEND teacher to work 5 mornings a week to support any pupils identified as having particular and distinctive needs.</p>	<p>Lead Person/s Nesty Boyd & Jonathan Brough</p> <p>AB & LB</p> <p>IV</p> <p>MJ</p> <p>MC/FG</p> <p>FG/JB/JA</p>	<p>Costs – c. £25,000</p> <p>Costs – c. £12,000</p> <p>Costs – c. £15,000</p> <p>Cost - £45,000</p> <p>Cost - £24,000</p>	<p>Sept '17</p> <p>Sept '17</p>
<p>Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled</p>	<p>To carry out reasonable adjustments for any new and existing pupils to meet their needs.</p> <p>Various adjustments for Year 5 pupil with Stargardts Disease including the provision of individual screens on desks, laptop facilities, specialist book printing and using a member of the admin department to help with enlarging text including</p>	<p>Lead Person/s Fiona Goulden & Jonathan Brough</p>	<p>Costs – c. £4,000</p>	

	re-typing all 11+ English Exam papers so that they can be produced in large font and to create specially adapted Maths and reasoning papers for the same purpose.			
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	<p>To arrange for space to be available for a specific pupil to see a visiting occupational therapist each morning before class and to allocate school staff to provide extra help for her during the day.</p> <p>To support an existing pupil in Year 3 Achondroplasia by lowering coat hooks etc.</p>	Lead Person/s Jonathan Brough & Paul Swinden (Timetabling)	Costs – negligible	
Medium Term 2018-19				
Increase the extent to which disabled pupils (including those with SEN) can participate in the school's curriculum	<p>To provide one to one or some form of additional support both in and out of the classroom as required and/or appropriate for pupils who would otherwise not be able to access the curriculum.</p> <p>Gwendolen Avenue site: Increase the support team as necessary subject to individual needs and class sizes.</p>	Lead Person/s Fiona Goulden & Stuart Harris & Nesty Boyd	September 2018 Costs – TBA depending on needs identified	
		Lead Person/s Fiona Goulden, Jonathan Brough and Jane Appleby	Costs – TBA depending on needs identified	
Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled	Various adjustments for Year 6 pupil with Stargardts Disease using a member of the admin department to help with enlarging text for a pupil with Stargardts Disease including re-typing all 11+ English Exam papers so that they can be produced in large font and to create specially adapted Maths and reasoning papers for the same purpose.	Lead Person/s Fiona Goulden & Jonathan Brough	September 2018 Costs – c. £5,000	
Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of	To review any accessibility issues for the pupil in Y4 with Achondroplasia and identify and implement where appropriate any other reasonable adjustments required for any other pupils.	Lead Person/s Fiona Goulden & Stuart Harris & Nesty Boyd	Costs – TBA depending on needs identified	

education and associated services offered by the school				
Long Term 2019-20				
Increase the extent to which disabled pupils (including those with SEN) can participate in the school's curriculum	To provide one to one or some form of additional support both in and out of the classroom as required and/or appropriate for pupils who would otherwise not be able to access the curriculum.	Lead Person/s Fiona Goulden & Stuart Harris & Nesty Boyd	September 2019 Costs – TBA depending on needs identified	
Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled	Continue to review reasonable adjustments and accessibility in relation to both existing and incoming pupils.	Lead Person/s Fiona Goulden & Jonathan Brough	Costs – TBA according to need	
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	Explore the possibility (unless needed beforehand) of making both floors of the Arts Centre fully accessible although the structural elements and age of the building make this complicated. Gwendolen Avenue site: Explore the possibility (unless needed beforehand) of installing a stair lift.	Lead Person/s Fiona Goulden & Jonathan Brough	Costs – Approx. £35,000	

Date Created: September 2014

Date Updated: June 2017

Date for review: as appropriate but in any event June 2018

Reviewers: Health & Safety Committee.

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