

AMDG



DONHEAD

Preparatory School

SENDA

Accessibility Plan

Period covered by this plan: July 2015 to July 2018

Definition

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably;
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education;
- To plan to increase access to education to disabled pupils.

This plan sets out the proposals of the Governing Body of Donhead to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the school, and
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The Priorities for Development are below.

The DDA defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.' Physical or mental impairment includes sensory impairments and hidden impairments. In the DDA, 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The definition of SEND includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and needs special educational provision to be made for them to be able to access the education which is available locally.

Our vision and values

Donhead is committed to providing the best quality provision for disabled pupils and adult members of the wider community. We want to ensure that all children have full and equal access to the curriculum that prepares them for life beyond school. The same commitment applies to the extended curriculum beyond the school classroom. The school will work to remove barriers in every area of the life of the school and this will be part of the school's wider commitment to equal opportunities.

It is our intention to involve all staff in the development of the plan. We hope that all parties will feel a sense of ownership of the plan. The next three years will provide an opportunity to remind staff of the three key duties towards disabled pupils and their responsibility to remove barriers to learning for disabled pupils.

Pupil data and school audit

Donhead is an independent Jesuit school which occupies an old country house and grounds in the outskirts of Wimbledon. The grounds are pleasant, and include two large artificial grass areas for sports, and two smaller areas for younger boys to play.

The school enjoys a good reputation locally for the quality of SEN provision. All the classes are small, with approximately 22 pupils, and all the classes from Reception to Year 6 have trained Teaching Assistant support throughout the day. The school employs a SENDCO who also benefits from a full-time SEN assistant.

The school has a Lay Chaplain, and the school has regular times of worship either at school, in the chapel of the local Jesuit secondary school or in the local Parish church.

All staff have received Safeguarding training for child protection.

The school offers excellent before-school and after-school facilities, including Breakfast Club, Homework Club and a wide range of lunchtime and after-school clubs and sports. There are many off-site visits and opportunities to play sport at the school's sports ground and to participate in fixtures with a wide range of other schools.

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

The school has many priorities over the next three years, which will be reviewed to ensure that all pupils are equally able to participate and have equal access to the curriculum and to the school premises.

- By creating and converting texts and information in alternative formats. Where practicable, the school will provide documents in large print format upon request.
- Pupils have access to a flexible homework structure, allowing for demands at a different level to their peers
- Pupils have access to all taught lessons using whichever differentiation is appropriate to their needs
- All new staff have induction discussions about how to support pupils with learning needs
- Access to specialist help will be provided for any pupil, where reasonable and practical

- Where physical access to the site is difficult for a prospective pupil, the school recognizes a need to be proactive in enabling such access. Accordingly, pupils with relevant disabilities will, where practical, be:
 - Placed in a classroom that is most convenient for physical access
 - Prioritized in the writing of the timetable with regards to accessible rooms and set allocations
- When new equipment is purchased, every reasonable effort will be made to purchase equipment that meets the needs of pupils with disabilities in a better way than the existing equipment it replaces
- The school SENDCO provides regular INSET to teachers and teaching assistants to support them in better communication with pupils with LDD, special educational needs or other disabilities

Key people who will be involved in these developments:

- The Senior Leadership Team to oversee the review and delivery of the curriculum
- The SENDCO ensures that the needs of children with special needs are being met within existing schemes of work
- Subject leaders monitor changes to schemes of work and develop the quality of teaching and learning in subject areas

Provision for Staff Disabilities

1. Information concerning disability is included in the application form. This would lead to a discussion of the actions necessary should the candidate be appointed.
2. If necessary, additional support staff will be employed to enable the member of staff to fulfil his or her responsibilities.
3. Timetable adjustments may be made to reflect the needs of disabled members of staff.
4. In the event of a current member of staff in need of disabled facilities, the school will do everything reasonable to allow the member of staff to continue in their current role or find suitable alternative employment for them.
5. Within financial constraints, the School will aim to make adjustments to the premises to reflect those needs.
6. The Headmaster and the Board of Governors will take positive action against any employee's harassment of another employee either on grounds of disability or any other grounds recognised by the law. All employees have a duty to report instances of harassment to the Headmaster (or in the case of harassment by the Headmaster, to the Chairman of Governors).

Welfare

1. Welfare difficulties arising from issues surrounding disability – bullying, non-integration, complaints and so on – are dealt with by existing school systems, such as the Anti-Bullying Policy and the Behaviour & Sanctions Policy.
2. The school's pastoral care system is already in place to monitor the welfare of all pupils.
3. The Assistant Headteacher (Pastoral Care) would take a leading role in overseeing the welfare issues of any disabled pupils.

Management, coordination and implementation.

The Governing Body is ultimately responsible for the implementation of this plan and reviewing it regularly by means of reports from the Headmaster. Curriculum issues will be reviewed. by the Governors' Curriculum Committee and asset management will be the responsibility of the Finance Committee. The school has regard to the need to allocate adequate

resources for implementing the plan. The Chairs of each Committee will report back to the termly meeting of the full Governing Body.

The management and monitoring of this plan must fit in with existing line-management and school development planning systems:

- The needs of individual pupils are reviewed at least termly, according to need.
- The plan is drawn up after the school has taken into account the pupils' disabilities and any preferences expressed by them and their parents.
- The Headmaster will report to the appropriate Governors' Committees.
- The plan will be reviewed in June each year as part of the Annual School Self Review in order for progress to shape the School Development Plan.

Right of Appeal

If any individual is not satisfied with the content of this plan, they have the right to appeal to the Governing Body. Any such appeal must be made in writing and include a statement specifying any perceived failures.

Actions Completed

The following actions have been completed:

1. A new minibus was purchased with disabled access to the rear in January 2017.
2. The completion of the St Nicholas Owen Building in September 2016 provided disabled access to all areas of the school.

Priorities for Development

1. Install a ramp at the top of the main staircase.
2. Install a ramp into the minibus car park area.
3. Install a ramp outside Prep W.