

# TONBRIDGE SCHOOL

**ACCESSIBILITY PLAN  
2016-2019**



## INTRODUCTION

Tonbridge School recognises that the Equality Act 2010 imposes a duty on it to make reasonable adjustments to policies, criteria and practices to address potential issues of discrimination (including in relation to disability), and requires schools to have a three year accessibility plan. 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. The main duties are not to treat disabled pupils less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Schools are also required to prepare accessibility strategies and accessibility plans respectively for increasing over time the accessibility of schools for disabled pupils (the planning duty).

This document is the School's fourth Accessibility Plan covering the period 2016-2019, identifying our short, medium and long term plans for improving accessibility. It covers the following topics:

1. Background
2. History and Current Situation
3. Current Assessment (Spring 2016)
4. Current Plan 2016-2019
5. Ongoing Review
6. Summary and Conclusions

Progress against this plan will be assessed annually and recorded in the "Ongoing Review" section, as well as at the end of the planning period (ST19) at which time the next three-year plan will be developed.

## I. BACKGROUND

The School's approach to Special Educational Needs and Disability are summarised in two key published policies: the Treatment of Disabled Persons, and Learning Support (LS) and Special Educational Needs (SEN).

### **Treatment of Disabled Persons**

The School recognises that the Equalities Act 2010 ("the Act") imposes a duty on it to make reasonable adjustments to 'policies, criteria and practices' to address potential issues of discrimination. In addition, the School recognises that the Act introduces a new aspect to the reasonable adjustments duty: "where a disabled person would, but for the provision of an auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, [a duty] to take such steps as it is reasonable to have to take to provide the auxiliary aid".

A disability will not of itself justify the prevention of a boy joining the School or the recruitment of an applicant for a position in the School. Such reasonable adjustments to the admissions and application procedures shall be made as are required to ensure that applicants – be they boys seeking admission, or persons wishing employment – are not disadvantaged because of their disability. For example, where written tests are used, alternative arrangements will be made for those who are visually impaired.

Before a boy or job applicant is judged to have failed to meet the standards required because of a reason related to a disability or, in the case of prospective members of staff, to have been less suitable than other applicants, full consideration will be given to whether reasonable adjustments could be made which would counter the disadvantage.

The School will make such adjustments to teaching and work arrangements or School premises as are reasonable to enable a disabled boy or staff member to join the school. This will include, but is not limited to as may be appropriate, consideration of the provision of specialist equipment, flexibility in teaching or working arrangements, job redesign and flexible hours. Within this, the School is committed to, and recognises the importance of, taking pro-active measures to remove barriers to disabled boys or prospective staff so to enable them to play a full and constructive part in the life of the School.

If, during his time at the School, a disabled boy recognises a need for further adjustments to be made, he should raise the matter in the first instance with his Housemaster. Similarly, disabled staff members should raise any such concerns with the Second Master or Bursar as appropriate. In both instances, the expertise of the disabled person in managing their own disability will be recognised. Where the School does not have the relevant expertise to resolve an identified problem, specialists will be consulted. Once any adjustments have been made, their suitability will be reviewed periodically on an agreed basis to assess continuing effectiveness.

As described above, the School will make an individual assessment of what "reasonable adjustments" can be made on a case by case basis, and will keep a record of each assessment. Considerations are likely to include, but are not limited to: whether the adjustment will remove the substantial disadvantage; the cost of the proposed adjustment; the resources available internally or from external providers (such as the health and education services); the practicability of making the adjustment; the need to maintain academic, musical, sporting and other standards; health and safety requirements; the interests of other pupils including those who may be admitted to the school; and the school's charging structure generally.

## Learning Support and Special Educational Needs

Tonbridge School is an academically selective school that admits pupils in line with the School's admission procedure. The School believes that all pupils are entitled to an education that enables them to achieve their best and become confident individuals living fulfilling lives. The School also believes that all pupils should be able to access the help and support they need to address their individual learning needs in order to enable them to become independent and fully engaged learners and to extend their learning and thinking skills.

The School makes non-statutory provision following, where appropriate, the guidelines related to good practice outlined in the SEND Code of Practice (2014), the SEN and Disability Act (2001) and the Index for Inclusion (3rd edition, 2011). The School does not currently have any pupils with Education, Health and Care (EHC) plans (formerly Statements).

The School's Learning Support and Special Educational Needs Policy (from MT15) is attached as ANNEX I.

## 2. HISTORY AND CURRENT SITUATION

As shown in the table, the School has a significant number of boys requiring and receiving individual support either for a SpLD or in general, as well as a number of boys with long term medical conditions or physical impairments that require specific provisions to be made. At the start of Lent Term 2016 the School was actively supporting 146 boys, including 36 with Dyslexia, 8 with Dyspraxia, 19 with various processing support needs, and 10 boys with Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder; in addition 27 boys were receiving support for general organisation, and 28 required the use of a laptop. Boys with specific medical / physical needs included: a boy with a conductive hearing impairment; a boy suffering from seizures post auto-immune encephalitis; a boy missing his left arm below the elbow; a boy with a significant visual impairment (ocular albinism and nystagmus); a boy with weakness in his right side (mild hemiplegia); a boy with a serious heart defect (arrhythmogenic right ventricular cardiomyopathy); and an insulin dependent diabetic boy. Requirements for adjustments for physical disabilities have once again been tested over recent months both by short term injuries to current students, and by visitors to the School with disabilities (including a new parent in a wheel chair). The most significant improvements to accessibility have been achieved over recent years through small, medium and large improvements to the physical facilities at the School and the technological improvements including the changes described below:

Need	Number
ADD / ADHD / ASD	10
Autism (HFA)	1
Dysgraphia	2
Dyslexia	36
Dyspraxia	8
Medical / Physical	7
OCD	1
Processing / SPaG	19
SEAL	7
Laptop Requirement	28
General Organisation	27
<b>Total</b>	<b>146</b>
Total with SpLD	91

- **Small Improvements.** The introduction of permanent and temporary ramps at access points to buildings (enabling wheelchair access), as well as the introduction of handrails (for those with more minor disabilities) at key points. The improvement of lighting around the campus, and the introduction of more visible boundary markings (for the partially sighted). The continuation of a wide-ranging programme to improve pathways across the School campus, including a new accessible pathway from the new Main School Car Park.
- **Medium Improvements.** The introduction of a programme of professional development for staff, which already covered SEN and EAL, and has been extended to cover other forms of disability. The development of the School's website to include all relevant academic, admissions, policy and other information so that it is accessible to all via the internet. The introduction of

Firefly: a virtual learning platform that provides access to learning materials electronically (and therefore more accessibly).

- **Large Improvements.** The continuing development of the Tonbridge School Centre for sports and media to include significantly enhanced disabled access, including lifts, toilet and changing facilities, and pool access. The improvement of access to external sporting facilities (primarily artificial playing surfaces) through the use of permanent ramps, and the installation of an accessible viewing area for the School’s New Rackets Court. The completion of the Chadwick Building and the extension to Dry Hill House, both with level access for wheelchairs. The roll-out of site-wide Wi-Fi, along with improved classroom technology, enabling lessons to be streamed live from any inaccessible classroom (e.g. a third floor science laboratory) to a boy in a different location (e.g. the Library).

The School is aware of the following DfE Requirement (given Schedule 10 of the Equality Act 2010) inspected by ISI:

ISI Inspection	Description
190 (a)	Increase the extent to which disabled pupils (including those with special educational needs) can participate in the school’s curriculum;
190 (b)	Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled;
190 (c)	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.

### 3. CURRENT ASSESSMENT (SPRING 2016)

Despite the progress made, it is clear that there are further improvements that can and should be made, despite the restrictions imposed by (1) not having any disabled boys applying to the School or at the School, (2) the physical characteristics of the School buildings, many of which are listed and of historic value, and (3) the expansive and complex nature of the School campus.

The summary accessibility evaluation (based on historic DfE guidance) is provided in ANNEX 2, a summary of which is:

- I. The School delivers its curriculum very well to current boys with disabilities (typically SpLD and EAL), and provides effective support to boys with medical conditions or physical impairments, but would need to make further adjustments in facilities and teaching methods to appropriately support boys with other, more severe disabilities. The School’s commitment to, and success in, supporting current boys with minor permanent or temporary disabilities demonstrates its commitment to making the necessary adjustments, but adjustments would be necessary. These adjustments could include:
  - a. Training staff to teach and support more severely disabled pupils, and to recognise and allow for the mental and physical effort expended by them;
  - b. Developing specific programmes of physical activity (using the facilities we already have in place, e.g. at the TSC);
  - c. Reorganising some classrooms (depending on subjects studied).

2. The School is designed to meet the needs of all current pupils, but, once again, adjustments would be required for more severely disabled boys; in particular, some classrooms are not accessible for wheelchairs, and navigation around the site for a blind boy would be problematic. Particular barriers that would need to be removed could therefore include:
  - a. Providing access to certain classrooms including the first, second and third floors of the main School building, upstairs in English, Modern Languages and the Library (see below);
  - b. Improving “navigation” around and between current School buildings, and removing or overcoming barriers that exist (e.g. frequent changes of levels necessitating many stairs);
  - c. Revising emergency and evacuation systems and processes.
3. The School can and does now deliver materials in other formats (given the investment in IT infrastructure), but there has been no requirement to produce this material (e.g. on audiotape or in Braille) for boys at the School or prospective boys / parents. There remains some doubt as to whether it is possible or practical to adapt the School fully to make it completely accessible for a blind student. Adjustments that could be required include:
  - a. Investing in additional systems (software and possibly hardware) to produce standardised, bespoke or complex information in a specific format;
  - b. Training staff on the technology and practices necessary to assist boys with disabilities.

The School’s plans for 2016-2019 have been developed to take account of the issues detailed above.

#### 4. CURRENT PLAN 2016-2019

The School's Accessibility Plan for 2016-2019 has the following Targets, Strategies and Outcomes:

Period	Target	Strategy	Outcome & Timeframe
Short Term (End of MT16)	Continue to ensure that adjustments are made for any boys with disabilities	Continue to identify disabilities early in the admissions process, and ensure that appropriate adjustments (to teaching, facilities and communication materials) are made	Ongoing
	Complete the new, more accessible Library	Ensure lift access to all floors, access to Learning Support and Universities and Careers, and an alternative teaching room	New Library open in MT16
	Review House provision	Review current provision in boarding Houses for those with physical impairments	Review complete by MT16
Medium Term (End of MT17)	Develop plans for improving physical accessibility to key academic areas of the School (e.g. Science and Modern Languages)	Develop the details of the Masterplan projects for the academic areas of the School to ensure they clearly improve accessibility	Masterplan projects detailed and underway by MT17
	Refine the priorities for the Accessibility Plan based on an interim external audit	Complete an audit, using external specialists, of the Accessibility of the School to ensure that the priorities identified in this (and the next) plan are the right ones	Audit completed, and draft action plan produced by the end of MT17
Long Term (End of MT18)	Improve the physical accessibility to key academic areas of the School	EITHER: implement (if feasible) the next stage of the School's Masterplan to improve (amongst other things) physical accessibility	First stage of improvements made to physical accessibility by end of MT18
		OR: identify and implement alternative short term improvements to physical accessibility	



## 5. ONGOING REVIEW

The plan is formally reviewed annually by Governors. In addition, relevant developments at the School are tracked below not only to provide an auditable trail of actions taken, but also to inform the development of the 2019-2022 Accessibility Plan. Detailed records (referred to below) are held in the Accessibility File in the Bursar's Office.

Date	Area	Review/Action	Documentation (Assessability File)
Jan-16	Plan	Updated plan written. Primary focus is on physical changes	Plan [2]
Sep-16	Physical Accessibility	Library completed including list to all floors, an accessible classroom, and enhanced LS facilities	Library Plans
Sep-16	Adjustments	Boy with ECH/hearing impairment admitted. Plans in place, and being updated. Lead: MJW	EHC Plan [3] + other documents
Oct-16	Adjustments	Library classroom used for temporarily "disabled" boy(s)	-
Nov-16	Physical Accessibility	Access survey done by Australian Paralympic team (with MP/ARW). NFA now.	Review [11]
Feb-17	Governors' Review	<b>Questions about the use of the Library: confirmed it was extensive (and accessible). Note: usefulness of the lift, and extension of (and accessibility of) the Learning Strategies department</b>	<b>Bursar's Report [4]</b>
Mar-17	Physical Accessibility	(1) TSV confirmed accessible (2) Disabled access around Theatre/VHC implemented	-
Oct-17	Adjustments	Library classroom used for temporarily "disabled" boys(s) (as before). Information pack created for residential guests	Added [A1]
Nov-17	Policy Update	Equal Opportunities Policy for boys created with clearer statements about the School's provision	Policy [5]
Feb-18	Governors' Review	<b>Questions about the design for Science: confirmed there was a lift</b>	<b>Bursar's Report [7]</b>
Mar-18	New Website	New website confirmed as accessible SEND Governor's Review	[A3]
Apr-18	Physical Accessibility	Thoughts from a parent with disabilities; to carry forward to 2019 plan	Parent's email [8]
May-18	Physical Accessibility	RA for wheelchair basketball (note TSC is accessible)	RA [9]
May-18	Science	Acoustic Review of ground floor teaching spaces (for impaired teacher)	Review [10]
Jun-18	General	Review done by Autscope for their residential visit in Summer 2018	Their Policies [12]
Aug-18	Physical Accessibility	Pathways by Welldon and Clare improved to improve accessibility (was a H&S concern)	-
Sep-18	Adjustments	Library classroom used for temporarily "disabled" teacher	-
Sep-18	Other	TCA example - Added for ISI inspection	[A2]
Nov-18	Update	Policy updated to include this Review List	
Jan-19	Physical Accessibility	Meeting held with the parents of a prospective pupil with mobility issues. New HM briefed on our policy and procedures	[A4]

## **6. SUMMARY AND CONCLUSIONS**

Whilst we are confident that the School has made all necessary adjustments to ensure that no current boys are treated less favourably or disadvantaged by physical or mental impairments (typically by making adjustments to support those with SpLD or for EAL, and to support boys with long term medical conditions or significant physical impairments), we recognise that the School or its operations are not set up to support boys with more severe physical or mental disabilities. Given our experience to date, we are confident that we could adjust teaching methods, facilities and communication materials to ensure that any boy applying or gaining entry to the School is not placed at a significant disadvantage. However, we have also identified the most substantial barriers that still exist for current or potential boys within the School, and developed our Accessibility Plan accordingly.

The School's Accessibility Plan 2016-2019 lays out at a high level the short, medium and longer term priorities for action to help overcome the potential barriers identified. This plan has been and will be reviewed regularly, as summarised in Section 5 above.

# ANNEX 1

## LEARNING SUPPORT (LS) AND SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

### Introduction

Tonbridge School is an academically selective school that admits pupils in line with the School's admission procedure. The School believes that all pupils are entitled to an education that enables them to achieve their best and become confident individuals living fulfilling lives. The School also believes that all pupils should be able to access the help and support they need to address their individual learning needs in order to enable them to become independent and fully engaged learners and to extend their learning and thinking skills.

The School makes non-statutory provision following, where appropriate, the guidelines related to good practice outlined in the SEND Code of Practice (2014), the SEN and Disability Act (2001) and the Index for Inclusion (3rd edition, 2011). The School does not currently have any pupils with Education, Health and Care (EHC) plans (formerly Statements).

This policy should be read in conjunction with:

- Tonbridge School Ethos and Aims
- Admissions Policy
- Treatment of Disabled Persons Policy
- The Teaching and Learning Policy
- The use of word processors in exams

### Roles and Responsibilities

Oversight of this policy lies with the Director of Teaching and Learning. It is reviewed annually in conjunction with the Head of Learning Support.

### Definition

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them (as defined in the SEND Code of Practice, 2014). Pupils have a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age. The four areas of Special Educational Need are given in Appendix A.

### Aims

Every pupil is provided with opportunities to make progress in every aspect of their development, enabling them to achieve their full potential. Some pupils will experience significantly greater difficulty than others and these pupils will need special consideration and provision. The School's Learning Support provision aims to:

1. Be appropriate for the particular needs of any pupil who has a specific learning difficulty, making 'reasonable adjustments' (see below), which are assessed on a case by case basis, as appropriate.

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2. Ensure that all pupils, regardless of ability, have complete access to a wide range of suitably challenging educational opportunities which are appropriate to their needs and which enable them to make progress.
3. Be a resource for learning across the whole school community, taking an inclusive approach and working collaboratively with teachers to provide the support necessary to enable pupils to fully achieve their academic potential.
4. To identify needs accurately and effectively using the criteria for SEN.
5. To involve and work with pupils and parents and take their views into consideration. The School believes that pupils have a right to be involved in making decisions and exercising choices; they have a right to receive and impart information, to express an opinion, and to have that opinion taken into account in any matters affecting them.
6. To make use of outside agencies where necessary as part of a planned and appropriate response to individual needs.

### Personalisation of Teaching

The School is committed to ensuring that teaching is personalised to meet the needs of the pupils. Teachers understand that they may all be teachers of pupils with SEN and/or LS needs and should be aware of the needs of each SEND pupil in their class. Pupils with SEN are clearly identified on the School's information management system, and teachers are expected to regularly consult the LS list and LS database, which give guidance on the recommended support for each pupil.

### Identification, screening and intervention

The School will work closely with pupils and their parents to identify any specific barriers to learning and hence to identify what support is needed.

- All pupils are screened on entry using a bespoke screening programme, with further testing if required using the Lucid LASS 11-15 screening test.
- All pupils take MidYIS tests early in their time at the School; an asymmetric profile in the four skill areas may indicate a possible learning difficulty which can then be assessed further.
- All pupils with SEND will be assessed for access arrangements in the Michaelmas Term at the start of the 2<sup>nd</sup> Year.
- Teachers may raise a concern with the Head of Learning Support or liaise with the Learning Support departmental link teacher. Referrals may be made using the procedure outlined in Appendix B, and pupils may also self-refer.

Liaison with feeder schools occurs by the Head of Learning Support prior to entry, where possible, to discuss the likely level of support required on transition to the school.

SEND provision includes:

- The Dyslexia Primary Mentors and the 2<sup>nd</sup> Year Mentor training programmes.
- The Novi Learning to Learn (L2L) taught study skills programme (all Novi pupils are taught a study skills programme by Learning Support teachers in their first term), one-to-one study skills appointments (available to any pupil on request), revision workshops and

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exhibitions, access to multimedia learning resources (via Firefly), and 'Study Skills' and 'Organisation' groups.

- The LS list (a termly overview of pupils' needs, targets and access arrangements) and LS database which offer guidance for teachers.

The Head of Learning Support has responsibility for monitoring the progress all pupils on the SEN register and raising concerns with Housemasters, Tutors, Heads of Department, LS link staff and teachers as appropriate. The progress of these pupils is regularly discussed at Parents' evenings, which the Head of Learning Support attends; Heads of Department and Housemasters also monitor pupils' progress regularly.

### **What are 'reasonable adjustments'?**

Reasonable adjustments are steps that the School considers it reasonable to take to avoid placing a pupil with a learning difficulty (or a disability) at a disadvantage. These are assessed on a case by case basis and may include the provision of:

- printed notes for some lessons where pupils need to take away a large amount of information
- coloured reading overlays and electronic spell-checkers for dyslexic pupils
- pen grips
- adapted keyboards, computer software or Dictaphones for pupils with significant difficulty in writing or recalling what they have learned
- differentiated lessons where pace, language, structure or method of delivery are adapted to pupils' needs
- adapted PE equipment
- differentiated criteria for inclusion in a school activity

The School takes steps to make reasonable adjustments to ensure that pupils can fully participate in the education provided and that they can enjoy the other benefits, facilities and services which the School provides. Whilst the adjustments made are *anticipatory* (that is to say, the School thinks in advance about what pupils might require and what adjustments might need to be made for them) it is clear that the School will be better able to anticipate a pupil's needs where parents have provided all of the relevant information to help staff do this.

Supportive action by the School through reasonable adjustments such as these can prevent what might otherwise amount to a learning difficulty (or disability) for the pupil in later life.

### **The arrangements for consulting parents/guardians of SEN pupils**

Partnership with parents is regarded as essential for good progress to be made with regards to any programme of support. Parents are asked to actively support programmes and to provide feedback to the Head of Learning Support.

There is regular contact with parents of pupils on the SEN list. Parents are able to contact the Head of Learning Support at any time regarding concerns about their son's progress. Parents may also contact their son's Housemaster or tutor who will then share the concern with the Head of Learning Support.

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### **Evaluation of the effectiveness of the provision for pupils with SEN**

The effectiveness of the impact of the provision is monitored and evaluated through:

- Teacher feedback, including through the normal reporting procedures and via LS link teachers
- Progress made, including where outlined through the normal reporting procedures (with a consideration of both Attainment and Learning Habits grades)
- Performance in LUCID Lass 11-15 screening, for start- and end-point assessments, and the results of other external reports (where appropriate)
- Pupil feedback, including review meetings
- Parental feedback, including through Parents' Evening consultations

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## APPENDIX A: The four areas of Special Educational Need

### (i) Communication and interaction

Pupils may have one or more of these difficulties, affecting learning (including literacy), socialisation and emotional development:

- a) *Developmental Language Delay*: for example, a delay in language comprehension, expression or interaction. Progress, however slow, follows a 'normal pattern' of development.
- b) *Developmental Language Disorder*: for example, development in language comprehension, expression or interaction will show an uneven or unusual pattern.
- c) *Phonological/Speech Difficulty*: this refers to the pupil's ability to produce intelligible speech and will include those with specific difficulties including verbal dyspraxia and dysarthria.
- d) *Receptive Language Difficulty*: the pupil may have particular difficulty attaching meaning to words and developing concepts or have difficulties understanding complex grammar or implied meaning.
- e) *Expressive Language Difficulty*: the pupil may have difficulty accessing vocabulary, using complex grammar, organising ideas, structuring sentences and conveying intended meaning.
- f) *Autistic Spectrum Conditions/Disorders*: autistic conditions are now generally regarded as developmental patterns linked to neurological factors, affecting social interaction and relationships, language and imagination with (typically) restricted and repetitive patterns of self-chosen behaviour.

### (ii) Learning difficulties

Pupils with general learning difficulties have academic attainments which are significantly below those of their peers due to a slower rate of learning. They will have difficulty acquiring and applying basic literacy, numeracy and language skills. Additionally, they may have difficulty with concentration, memory, social skills and self-esteem. Some pupils may have specific learning difficulties in reading, writing, spelling or manipulating numbers, which are not typical of their cognitive ability or general level of performance. They may gain some skills quickly and demonstrate a higher level of ability orally, yet may encounter sustained difficulty in gaining literacy or numeracy skills. These difficulties may sometimes be associated with significant problems of:

- sequencing and short-term memory
- verbal recall or significant delays in language functioning (e.g. word retrieval difficulties)
- visual and auditory perception
- developmental co-ordination difficulties (dyspraxia)
- frustration and self-esteem

### (iii) Behavioural, emotional and social development

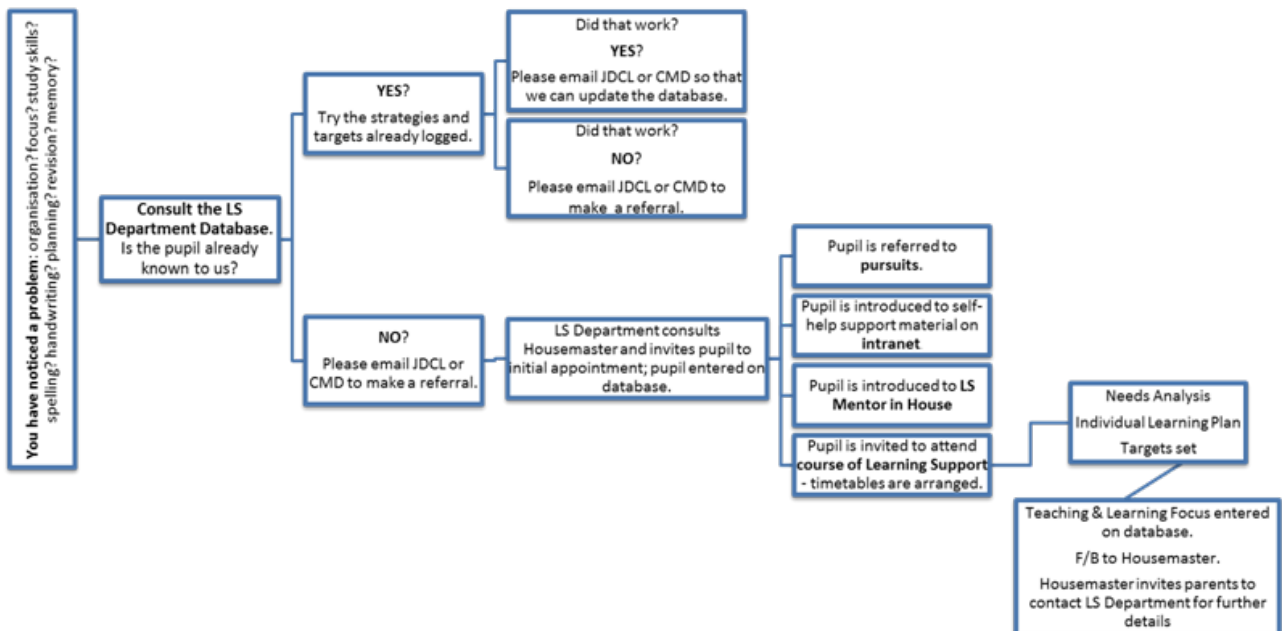
Pupils with significant behavioural, emotional and social development difficulties will show evidence of emotional instability or disturbed behaviour that is significantly different to that of their peers. They may be hyperactive and have difficulty concentrating and applying their learning. They may appear withdrawn or isolated, be disruptive and disturbing and may also have low self-esteem. The impact of their behaviour may affect their academic achievement.

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## (iv) Sensory and/or physical needs, including medical conditions

The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs; a few pupils will have multi-sensory difficulties, some with associated physical difficulties. For some, the inability to take part fully in school life causes significant emotional stress or physical fatigue.

## APPENDIX B: Referrals “swift and easy access”





## ANNEX 2: Accessibility Evaluation 2016 (Part 1)

Section 1: How does your school deliver the curriculum?	Not At All	Partially	Mostly	Completely	Key Areas for Improvement
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?				✓	Current training is strong; additional training would be required for disabilities other than SpLD or EAL
Are your classrooms optimally organised for disabled pupils?			✓		Access to and use of certain classrooms, notably in Modern Languages and in the Main School Building, is difficult
Do lessons provide opportunities for all pupils to achieve?				✓	
Are lessons responsive to pupil diversity?			✓		Current training is strong; additional training would be required for disabilities other than SpLD or EAL
Do lessons involve work to be done by individuals, pairs, groups and the whole class?				✓	
Are all pupils encouraged to take part in music, drama and physical activities?				✓	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?			✓		Current training is strong; additional training would be required for disabilities other than SpLD or EAL
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?			✓		The practice of extra time for some boys is well established in the School
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?			✓		Adjustments have been made; new activities may have to be designed for significant disabilities
Do you provide access to computer technology appropriate for students with disabilities?				✓	We have provided devices for staff and students who require them
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?			✓		Current visits for current pupils are accessible; refinement would be required for more severely disabled boys
Are there high expectations of all pupils?				✓	
Do staff seek to remove all barriers to learning and participation?			✓		

## ANNEX 2: Accessibility Evaluation 2016 (Part 2)

<b>Section 2: Is your school designed to meet the needs of all pupils?</b>	<b>Not At All</b>	<b>Partially</b>	<b>Mostly</b>	<b>Completely</b>	<b>Key Areas for Improvement</b>
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?			✓		Most areas have good access; the layout and accessibility of some academic facilities would be a problem for severely disabled boys
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?			✓		Wheelchair access has been improved; some areas still would need addressing (e.g. toilet facilities, showers and stairs)
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?			✓		Pathways are generally much improved
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?	✓				The use of visual alarms is minimal
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓			Lifts have tactile buttons, but otherwise guides are limited
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			✓		Current signage works for current boys; a review of signage would be required for more severely disabled boys
Are areas to which pupils should have access well lit?			✓		Lighting has improved significantly, but some corridor light switches are not easily accessible
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?			✓		Room acoustics have been improved (e.g. with carpets being fitted)
Is furniture and equipment selected, adjusted and located appropriately?			✓		Furniture is currently appropriate, but may need adapting

<b>Section 3: How does your school deliver materials in other formats?</b>	<b>Not At All</b>	<b>Partially</b>	<b>Mostly</b>	<b>Completely</b>	<b>Key Areas for Improvement</b>
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?			✓		Information for prospective students is on the website
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?			✓		Information is presented appropriately for current boys; some adaptation would be necessary e.g. for a blind boy
Do you have the facilities such as ICT to produce written information in different formats?			✓		ICT is strong in the School; assessment of its capability for any specific disability would need to be made
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?			✓		Staff are familiar with technology and practices for current boys