



# **DANES HILL SCHOOL**

## **ACCESSIBILITY POLICY**

**THIS POLICY APPLIES TO THE MAIN SCHOOL, THE EARLY YEARS FOUNDATION STAGE AND THE PRE-PREPARATORY SCHOOL (BEVENDEAN)**

### **1 ETHOS AND AIMS OF DANES HILL SCHOOL**

1.1 Danes Hill School aims to offer the highest quality teaching, learning and support of all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that every pupil is able to access the whole school curriculum.

1.2 We value the diversity of our school community and appreciate the contribution that all the children make including EAL pupils (English as an Additional Language) and those with special educational needs (SEND). An extensive program to extend our able children is in place.

1.3 We have an admissions policy which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We are a fully inclusive and welcoming school and this is reflected in our admissions policy.

1.4 Our mission is to develop young people with active and creative minds, a sense of understanding and compassion for others and the courage to act on their beliefs. We stress the total development of each child: spiritual, moral, intellectual, social, emotional and physical.

1.5 We regularly review and take steps to improve the physical environment of the school and provision of facilities during school trips in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

1.6 Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed, enabling all children to access the curriculum and resulting in an inclusive ethos.

1.7 We support specific members of teaching and non-teaching staff with training designed to raise their awareness of disabilities when required and to enable them to minimise any potential difficulties for pupils.

1.8 We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

### **2 CONTEXT**

2.1 Details of additional provision made for all pupils can be found on SIMS and on the SEND register that is maintained by the Learning Support department. These pupils range from those supported with an EHCP (Educational Health Care Plan) and as well as those who require individual and/or group support.

2.2 We fully integrate all these pupils into school life and enable them to participate in the whole curriculum including extra-curricular activities (such as school trips) by making necessary adjustments. We take an inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications, regardless of any disability he/she might have.

2.3 We actively implement the school's equal opportunities policy for staff in the day-to-day management of Danes Hill School. Any staff with medical issues are provided with the necessary support for their role. We regularly review the needs of our staff to ensure adjustments are made accordingly.



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### ACTION PLAN 2019-20

#### A. IMPROVING ACCESS TO THE CURRICULUM

Action	Implementation and Timescale
<p>A1. Identify all new pupils with SEND and draw up individual plans, (IEP'S) to address their special needs so that they have full access to the curriculum and staff are informed of their needs.</p> <p>A2. Written information is accessible in a range of different ways for disabled pupils. Large print materials, different colour paper that text is printed on, additional words lists and prompt cards are made available to pupils with SEND and EAL children to enable them to fully access and participate in the curriculum.</p> <p>A3. Provision for pupils who need technology to help access the curriculum e.g. laptop. Pupils with visual impairment, have access to individual personal iPads/laptops for downloading reading material and curriculum notes. Curriculum materials are loaded on to the iPad and a laptop to allow for easier accessibility for visually impaired.</p> <p>A4. Educational materials such as exercise books with bold lines/squares are provided.</p> <p>A5. Where appropriate stairs and uneven surfaces marked by high visibility strips.</p> <p>A6. Arrangements are made by the SENCO in each part of the school to ensure that pupils taking examinations, board or internal, receive the special access arrangements to which they are entitled such as extra time, use of computers, providing a scribe and or a separate quiet room.</p>	<p>The school SENCO, along with learning support staff, draws up the IEP's and all teaching staff briefed during each academic year.</p> <p>Continual review for individuals.</p> <p>Continual review for individuals.</p>
<p>A7. Teaching staff of the school monitor pupils and inform the SENCO using an Expression Of Concern form, of any pupils who display learning difficulties so that this may be investigated and any specific needs appropriately met.</p>	<p>Continual review.</p>
<p>A8. The SENCO and or the Assistant Head Academic addresses all NQT staff as part of the whole-school meeting on induction/inset days to ensure that pupils with SEND have appropriate access to the curriculum.</p>	<p>During initial induction period for each new teacher.</p>

#### B. IMPROVING PROVISION OF INFORMATION

Action	Implementation and Timescale
<p>B1. As more communications and materials are transmitted electronically to pupils, parents and staff, ensure that it is available in an appropriate format for those with special needs and/or disabilities.</p>	<p>As technology changes there is a continuous review of the way to deliver electronic comms and materials to those pupils with SEND.</p>



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### C. IMPROVEMENTS TO THE PHYSICAL ENVIRONMENT

C1. As and when all school infrastructure is refurbished or redeveloped, due consideration and compliance with Accessibility regulations are included in any design solution.

*Examples of recent relevant developments:*

**C2. New school architects were appointed in 2018** – NVB Architects – and a new masterplan for the school has been approved by the governing body

**C3. Widened bell-mouth junction at the entrance to the school** – this work was completed by Surrey Highways in the summer of 2018 in order to improve road safety outside the school and to make it easier for all children, and their parents, to walk or cycle to and from school.

**C4. Peanut/fountain development at front of Old School House** – this work was completed in the summer and improves visibility in the quadrangle, and all maintenance vehicles have been moved out of the area improving safety and accessibility for all.

**C5. New fleet of Peugeot 17-seater minibuses with full disability access/functionality** were leased from the beginning of the new academic year.

**C6. A new Transport Manager has been appointed** which will improve the school bus service for all pupils and enhance the use & safety of all school vehicles.

*Future imminent developments in 2019/2020:*

**C7. New sports hall** – planning application currently with Elmbridge Borough Council for committee meeting in February or March 2019. The design of the building will be fully-compliant with accessibility regulations. The building will be constructed in the summer of 2019.

**C8. New layout of school carpark** – this is also being redesigned to allow school coaches to be in pole position to exit the school.

**C9. Improved lighting required to the colonnade pathway** between reception and the library, and some remedial work required to the pointing in the brickwork/pathway.

**C10. The revolving doors at main Reception** continue to pose accessibility issues for all pupils, parents, staff and visitors to the school. Phil Cunningham has raised this as an issue with the new architects [NVB] as it requires a complete redesign of the school entrance.



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### D. OTHER RELEVANT MATTERS

D1. **Personal Emergency Evacuation Plans (PEEPS)** are in place for all children with long or short-term physical disabilities and are available on the SIMS.

D2. There has been an **increase in the number of international pupils** who require additional English-language teaching and learning support staff have been given additional ELT training.

D3. Assistant Head Academic (Sonal Chatrath) is **developing a number of analytical reporting tools within SIMS [student management information system]** to be able to monitor and assess the impact of teaching on all children.

D4. The school is committed to meeting its statutory duties outlined by the Equality Act 2010 and appropriate funding will be made available in any design solution. The committee has reviewed government guidelines at <https://www.gov.uk/rights-disabled-person/education-rights>

D5. Copies of the Accessibility Audit are available from The Bursar's Office and can be viewed in the Policies section on the Staff Intranet. New procedure in place for visitors with disabilities – see below.

D6. The Accessibility Policy is formally reviewed by the Accessibility Committee regularly. The Accessibility Committee is formed of the following personnel who have jointly collaborated on this policy document:

- Assistant Head Academic – Sonal Chatrath
- Health & Safety Officer – Tiffany Callis
- Bursar & Company Secretary – RQ

D7. The school commissioned an independent audit of Accessibility in April 2018 and implemented its recommendations. A new Accessibility Review was conducted early in January 2019.



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### APPENDIX A

#### Accessibility for visitors with disabilities

##### **A1. Induction loop – located in Reception on RH desk**

The hearing aid wearer simply switches their hearing aid to the “T” position and the background noise is significantly reduced. Now they are able to hear the assistant’s voice clearly. The signal radiates for approximately 1m from the installed position reducing the risk of other customers hearing the conversation and interference from the positions either side.

##### **A2. Accessibility for all Visitors**

A2.1 If a visitor needs to access the Main School building we have a ramp that can be fitted over the steps into the Main Hall from the Fountain. Please arrange with site management in advance if possible.

A2.2 Please make sure disabled bays are kept free for their purpose

A2.3 Visitors with a disability should be met outside Reception and directed through the gates to avoid having to come into Reception unnecessarily and avoid revolving doors. Please point out location of disabled toilets if required.

A2.4 If you are inviting parents to an event, letters should ask politely if there are any accessibility requirements they should make Reception/event manager aware.

A2.5 For drinks in the dining room or terrace, provision must be made for parents to enter via Ravens Entrance beside kitchen door. A sign is to be fitted to this door.

A2.6 If the alarm bell sounds in the disabled toilet please see if the person requires assistance as quickly as possible. The bell can be deactivated by pressing the button inside the toilet.

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**Policy reviewed:** 18 January 2019

**Reviewed by:** Accessibility Committee [Sonal Chatrath, Tiffany Callis, RQ]

**Next review date:** February 2020