



ACCESSIBILITY AND DISABILITY PLAN

Written by:	Bursar and Clerk to the Governors
Date:	November 2018
Approved by:	Executive Team
Version:	1
Review Date:	November 2020
Manager responsible for review:	Bursar and Clerk to the Governors

Introductory Statement

This Accessibility and Disability Plan has been drawn up in consultation with the management of the School and covers the period from 1 November 2018 to 31 October 2020.

Stonyhurst is committed to providing an inclusive environment for all. We are further committed to challenging attitudes about Disability and Accessibility. The Accessibility and Disability Plan seeks to outline the measures taken to ensure that Stonyhurst accommodates those with disabilities under the Equality Act (2010) and SEND Code of Practice (2014).

Stonyhurst acknowledge that due to the ever-changing nature of the cohort of children and young people visiting and enrolling at the college, policies and procedures may need to be reviewed to best support the needs of the child or young person, as they feel appropriate. There is a willingness to work with the parents/carers of the child or young person and any external agencies in order to meet the needs of the young person (s).

Background

Layout and Facilities: Educational Provision

Stonyhurst is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. The School occupies a large site consisting of many separate buildings, some being historic and listed. The buildings do not have lifts. Teaching takes place in classrooms which are normally allocated to a specific subject. Pupils move widely around campus. To access the broader curriculum requires pupils to go from classroom to classroom, often under tight time pressures using steps, stairs and uneven ground.

Stonyhurst is predominantly a full boarding school based upon a traditional boarding house structure. The buildings are widely dispersed around campus and consist of multi-story buildings with accommodation, social and catering facilities on several floors. Given the age and layout of many of the buildings, pupils are required to use stairs and steps for routine access and emergency evacuation purposes.

Stonyhurst plans to increase the accessibility of provision for all pupils. Stonyhurst has primarily identified the following areas for which improvements should be made:

- the extent to which disabled pupils can participate in the School curriculum;
- the physical environment of the School to increase access to education by disabled pupils;
- the delivery of written information to pupils, staff, parents and visitors with disabilities.

Attached to the Accessibility and Disability Plan is a detailed Action Plan. The Accessibility and Disability Action Plan will be reviewed every six months. It is acknowledged that there is an ongoing need to raise awareness and offer on-going training for all staff in the matter of equality and inclusion.

The Accessibility and Disability Plan should be read in conjunction with the following policies, strategies and documents:

- School Prospectus
- Admissions Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Curriculum Policy

The Accessibility and Disability Plan will be monitored through the Bursar's Office. There will be a full review of the Plan on a six-monthly basis during the lifetime of the Plan (i.e. three years), reporting the implementation of the Plan to the Headmaster. The Plan will be renewed on a three yearly cycle.

Welcome and Preparing for Disabled Pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

Where the School agrees to provide supplementary services, such as Learning support, charges may be made at a level that reasonably reflects the cost to the School of providing any additional service. Details of costs can be provided in writing on request.

In order to meet the needs of disabled pupils, the School requires comprehensive information relating to their disability (as defined in the Equality Act, 2010). The School asks all applicants prior to admission to the School to disclose whether they have received any

SEND interventions/support; have an educational psychologist's report or have any other disability or condition of which the School should be aware, in order to ascertain any potential, reasonable adjustments necessary.

In order to meet the needs of the prospective pupil, the School may need to take advice from external agencies and require assessments as they see appropriate. The School will be sensitive to any issues of confidentiality.

Careful consideration should be given to the Admissions Policy; SEND Policy and also the Equal Opportunities Policy.

Accessibility and Disability: Sport

The Government sporting strategy "Sporting Future: a new strategy for an active nation", published by the Department of Culture, Media and sport in December 2015, placed a particular emphasis on helping inactive people to become more active. Achieving this goal will include helping disabled people to become more active, including through new approaches to local delivery. The strategy also includes various measures aimed at ensuring disabled people are effectively represented among sport volunteers, coaches, the wider workforce and leadership. Stonyhurst acknowledge this ethos and initiative.

Stonyhurst will work with staff and community agencies to offer the widest possible range of sports and physical activities using the existing campus facilities including the Sports Centre.

Special Educational Needs

The duties on Special Educational Needs and disabilities apply equally to all schools. Stonyhurst will ensure that we comply with our legal requirements and guidance provided including:

- Guidance to schools on their obligations under the Equality Act (2010) to complement the technical guidance published by the EHRC;
- The SEN and Disability Code of Practice September 2014 – statutory guidance integrating SEN and disability frameworks (last updated May 2015).
- Statutory guidance on supporting pupils with medical conditions in May 2014.

Stonyhurst pays due regard to the Lancashire Local Offer.

	Targets	Strategies	Outcome	Timescale	Completion Date	Goals achieved
Short term	<p>Increase awareness of disability amongst the School community; teaching staff, pupils and support staff.</p> <p>Working collaboratively with key stakeholders to better meet the specific needs of disabled pupils in accessing the curriculum.</p> <p>Developing support provision for children and young people who are away from school as a result of long-term illness.</p>	<p>Effective communication and transition support (could incl. multi-agency at point of admission).</p> <p>Regular, integrated training of staff involved in providing support to pupils with Special Educational Needs.</p> <p>Review pupil population at the beginning of each term to identify issues and develop appropriate strategies. Collaboration may be necessary with external agencies.</p> <p>Inclusion of medical, long-term absence into SEND Policy.</p>	<p>Increased confidence in providing appropriate teaching and support for disabled pupils.</p> <p>Staff awareness of equality; particularly disability and inclusion.</p> <p>Disabled pupils are able to access their choice of curriculum activities as far as is possible.</p> <p>Increased support of multiagency stakeholders.</p> <p>Increased support for children and young people, their families and peers who struggle with long-term absence.</p>	<p>Complete: Ongoing CPD/INSET and training</p> <p>Ongoing.</p> <p>Ongoing.</p> <p>Inclusion of long-term absence in SEND Policy.</p>	<p>Rudiments transition in summer term. INSET Autumn 2019.</p> <p>September transition meeting (2018) for current LG.</p> <p>Liaison with LCC, ongoing. Review January 2019. Policy implementation and review, Jan. 2019.</p> <p>Inclusion of 'Supporting Children with Medical Conditions' Autumn 2019.</p>	<p>Inclusive approach adopted by the Stonyhurst community towards disabled pupils.</p> <p>Academic, social, spiritual and moral success of disabled pupils at Stonyhurst.</p> <p>Effective SEND support to individual pupils with clear personalised action plans. ILP. PEEP.</p> <p>Increased support for those who are away from school as a result of long-term sickness absence.</p>

Medium term	<p>Introduction of appropriate and relevant equipment to aid disabled pupils/visitors, particularly those with a sensory impairment.</p> <p>Further development of SEN provision relating to social, emotional and mental health (SEND CoP, 2014).</p>	<p>Regular discussions with staff, parents and pupils.</p> <p>Audit of auxiliary resources in situ to support those with physical/sensory disabilities.</p> <p>Investment and additional training offered in the specific area of social, emotional and mental health.</p>	<p>Improved capacity to cater for the needs of those with a sensory or physical disability.</p> <p>Reduction in the need for external agency referrals for those with SEMH; increased support for those with SEMH.</p> <p>Increased awareness of SEND and mental health; awareness of the 'non-visible' SEND.</p>	<p>Ongoing.</p> <p>Summer 2018 – completed.</p>	<p>Annual audit review completed January 2019.</p> <p>Mental Health first aid training completed Spring 2018.</p> <p>Development of Cura Personalis Committee (Sept. 2019)</p>	<p>Allowing pupils to benefit as much as possible from a Stonyhurst education. Creating an inclusive culture within the Stonyhurst community for those with SEND.</p>
Long term	<p>New facilities that integrate relevant access and equipment to support curriculum access.</p>	<p>Programme of staff induction and training, inclusion of information in Staff Induction Pack</p>	<p>Excellent care for disabled pupils. Purpose-designed learning environment for SEND learners.</p>	<p>Ongoing.</p>	<p>Ongoing consultation with architectural team; site project planning etc.</p> <p>Inclusion of SEND focus in ITT and new staff training. September 2019.</p>	<p>Pupils and parents pleased with the care given.</p> <p>Children and young people with SEND make good progress in education.</p>

Whilst Stonyhurst acknowledge that EAL is not a disability, reasonable adjustments may be necessary to include those who do not speak English as an Additional Language in the activities of the Stonyhurst Community, pastorally and academically. Please refer to the SEND and EAL Policy.

Accessibility and Disability: Curriculum Planning

Aim: Increasing the extent to which physically disabled pupils can participate in the School curriculum

Physical Environment

Aim: Improving the physical environment of the School to increase access to education by disabled pupils and visitors.

	Targets	Strategies	Outcome	Timescale	Goals achieved
Short term	Enable disabled pupils and visitors to park within appropriate distance of the School.	All parking zones to include suitably marked disabled parking.	Improved parking for people with mobility difficulties.	Completed.	Improved access to site.
Short term	Enable disabled pupils and visitors to move more easily around the campus.	Review pathways and roads on campus and re-surface where required.	Continue to improve surfaces on paths and roads	Completed.	Improved access to School site.
Short term	Audit boarding houses and classroom accommodation in terms of accessibility and inclusion.	Conduct assessment of each classroom and house, considering various disabilities.	Knowledge of appropriate and inclusive accommodation for those with disabilities.	Ongoing.	Improved knowledge for management.
Medium term	New sports and recreation facility will offer community access for disabled users.	Engagement of relevant, local community groups to identify opportunities to develop wider access to the facility for disabled users.	Scheduled use of the facility by disabled users.	Ongoing.	Improved access for those with SEND; raise awareness of accessibility for those with SEND for Stonyhurst facilities.
Medium term	Provide accessible toilet facilities for disabled pupils and visitors.	Identify location, draw up plans for new construction.	Minimum of one accessible toilet in each main building	Achieved (reception disabled access toilet).	Improved facilities for disabled pupils and visitors.

Medium term	Development of new facilities – Sports Pavilion/All Weather pitch and Health Centre.	New facilities will fully comply with current legislation regarding disabled access	Easy access to teaching and social facilities for pupils using wheelchairs	Ongoing.	Improved facilities for disabled pupils and visitors relating to sporting activities and health services.
Long term	Provide suitable boarding accommodation for disabled pupils.	Full review of boarding accommodation including ablutions.	Modernisation of boarding houses.	Ongoing.	Improved access to Stonyhurst education for disabled pupils

Curriculum and Learning

Aim: Improving the delivery of information to disabled pupils.

	Targets	Strategies	Outcome	Timescales	Goals achieved
Short term	Ensuring availability of written material in alternative formats that meet the SEND needs of the child or young person.	Explore the opportunities afforded to pupils and others in the Stonyhurst community who require assistive software; auxiliary devices etc. Utilisation of assistive software and collaboration with companies such as Claro.	If needed, the Learning Support Department could provide written information on alternative formats to help support other academic areas of school.	Ongoing to meet the needs of the cohort. INSET training on assistive software, Spring 2019.	Delivery of information to disabled pupils is improved. Increased access and engagement with the curriculum.
Short term	Ensure appropriate software in use to aid the use of computers by visually impaired pupils	Research and installation.	Visually impaired pupils and staff have greater access to computer facilities.	Ongoing. September 2018.	Delivery of information to disabled pupils is improved.

	and staff (where appropriate)	Increased liaison with the VI service bought-in by LCC.			Increased accessibility to materials produced in various formats.
Medium term	Ensure staff know what resources are available and what support they have within an academic and pastoral context.	Training and awareness sessions.	Better provision of teaching aids that are appropriate to the needs of the children and young people.	Ongoing.	The needs of those with SEND are more effectively met.
Long term	Maintain staff awareness of provision of resources for pupils with disabilities.	Programme of staff induction and training.	Excellent provision of resources for disabled pupils.	Ongoing. Comprehensive and bespoke CPD training and support to meet the needs of children and young people in boarding or curriculum areas.	Pupils and parents pleased with the provision. Pupils are progressing in lines with their non-SEND peers.