



STONYHURST

Academic Year 2019 – 20

Accessibility and Disability Policy

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Cross Campus Accessibility and Disability Policy

The Accessibility and Disability Policy sets out the approach of Stonyhurst College and Saint Mary's Hall ('the School') to increasing access to education for disabled pupils.

A person is classified as disabled under the Equality Act (2010) if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

The school's focus is upon:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Stonyhurst's aim is to ensure that any prospective pupil, who fulfils our admissions requirements, is able to come to the School irrespective of disability (as defined by the Equality Act, 2010) or special educational need.

The School also has a cross-campus Equal Opportunities Policy and separate, but complementary, Special Educational Needs Policy that outline the School's policies and procedures for pupils with disabilities. The School's Curriculum Policy, and associated curriculum planning takes into account the ages, aptitudes and needs of all disabled pupils, including those with an Education Health and Care Plan. Our behaviour and anti-bullying policies and procedures follow duties under the Equality Act (2010), including issues related to pupils with special educational needs/disabilities, which explain how reasonable adjustments are made for these pupils.

1. ADMISSIONS

Stonyhurst will consider applications from any child or young person, regardless of disability.

Stonyhurst is a full boarding and day, co-educational independent school and it has a selective admissions policy. Pupils with specific learning difficulties may be accepted provided that the School is able to offer the level of specialist and general assistance required. The school works closely with children and young people; their parents and also external agencies (where necessary) to facilitate a seamless transition to the school. Parents should be aware that there may be a charge for additional individual support, and these details are available upon request from the School.

Where an admission enquiry is made by the parents of a pupil with a specific learning difficulty or disability, then the Head of Learning Support in the College or SENCO at St Mary's Hall, is involved at an early stage. Where possible, they meet prospective pupils and their parents at the initial visit to discuss and assess needs. Due consideration should be given to planning and implementing any reasonable adjustments that may need to be made. Where appropriate, pupils' needs are assessed with the support and advice of external agencies, such as an occupational therapist or educational psychologist, as part of the admission process. The school also works very closely with local authority health services.

2. PROVISION OF EDUCATION

2.1 Curriculum

The School's approach to curriculum is that it should take into account of the needs of pupils with specific learning difficulties and/or disabilities. In support of this, training continues to be provided regarding the adaptation of teaching to meet the requirements of all pupils. This is delivered as part of the school's INSET program; through Teaching and Learning Committee focus-groups and as part of statutory NQT/ITT training. The school supports and encourages continued professional development within the area of SEND for all teaching and support staff.

The School offers a broad curriculum and within this curriculum there is in-built flexibility to create pupil programmes that meet the needs and interests of each individual. Please refer to the Curriculum Policy and SEND Policy.

2.2 Staffing support and training

There is an overall staff to pupil ratio of 1:8. Average class sizes range from 5 to 22, depending on the subject and age range.

The Learning Support team is comprised of a full-time Head of Learning Support in the College. In St Mary's Hall, the Learning Support Co-ordinator is a class teacher. In the College, the Head of Learning Support is supported by a teacher and a part-time Higher Level Teaching Assistant (HLTA) who provides in-class support. The College also has an in-class TA and Learning Mentor. In St Mary's Hall, SEND support is provided by a number of Teaching Assistants. There is also a team of peripatetic learning support teachers who provide supplementary one-to-one support. These additional individual one-to-one support lessons are charged to parents. Much of the department's time focuses on communicating and working with teaching staff to ensure that the individual needs of pupils with specific learning difficulties are being met effectively in the classroom and curriculum.

Staff training at Faculty and whole-school level takes into account a range of special educational needs and disabilities. Teachers are also encouraged to attend courses to help develop their understanding and awareness of specific learning difficulties and disabilities. The school invest significantly in ongoing CPD for teachers working with children and young people with special educational needs and/or disabilities.

Meetings with the Head of Learning Support to discuss specific learning difficulties and with the Director of Studies/SMH Headmaster to review baseline data form a part of the induction programme for all newly appointed teachers.

2.3 Existing Pupils

The School is inclusive of a significant number of pupils who have a specific learning difficulties or disabilities. Most pupils in school have an identified need within the area of cognition and learning difficulty. The school, however, acknowledges that many children and young people may experience co-occurring difficulties, particularly social, emotional and mental health difficulties. We support children within each category of the SEN Code of Practice (2014).

Those requiring regular medication are supported by the care and guidance offered by the Health Centre. The school work closely with existing NHS and private health care partners within Lancashire.

2.4 Individual Learning Plans (ILPS)

If it is appropriate to their needs, pupils on the School's Additional Needs Register have an Individual Learning Plan. Parents and carers, as well as the young person, are involved in the designing, implantation and review of their Learning Plan. The Head of Learning Support (SENCO) reviews the Individual Learning Plans as appropriate.

2.4 (i) Children and Young People with Long-Term Illness

In the case of long-term illness, the Head of Learning Support, Head of Playroom and Health Centre may work with local health education liaison teams to implement Learning Plans that are health based and driven by health care professionals. Any phased-returns to school, for example, are carefully coordinated to meet the needs of the children in partnership with parents, children and medical professionals. Often, medical professionals, with the support of the College will conduct risk assessments relating to specific medical conditions. The Head of Playroom coordinates this from a pastoral-academic perspective. Such plans are regularly reviewed as part of the usual assessment and planning review cycle for SEND Pupils. The College also works closely with external agencies such as the Home Tuition team at Lancashire Council. Please also see the *Supporting Pupils with Medical Conditions* Policy.

For further reference: <https://www.gov.uk/illness-child-education>

2.4. (ii) Mental Health and Well-being

Please refer to the school's Mental Health and Well-being Policy.

2.5 Involving parents and pupils

As part of the reviewing process, Learning Support staff will discuss an appropriate curriculum for a pupil with a special educational need or disability with both the parents and pupils. For example, a pupil with moderate specific learning difficulties may reduce the number of curriculum subjects. At St Mary's Hall, annual review meetings are held with parents whose children have an Individual Learning Plan to discuss progress and targets. Any changes to the timetable are discussed fully with the St Mary's Hall Headmaster or the Director of Studies in College. Please see the Curriculum Policy and SEND Policy.

There is a transition programme to assist SEND pupils in moving from Rudiments at St Mary's Hall to Lower Grammar at the College.

2.6 Assessment

Curriculum assessment data is scrutinized to further identify pupils with potential learning issues. Learning Support staff will brief and advise teaching and pastoral staff and, where appropriate, complete further diagnostic tests. Permission is sought from parents prior to this diagnostic assessment and scores are discussed with parents and, where appropriate, with pupils. Assessment may involve the commissioning of external-agencies in order to better support the needs of the child. This will be discussed with parents, who must be in agreement.

2.7 Subjects and Departments

Heads of Faculty in the College and the SMH Headmaster play a key role in ensuring that teaching and learning is accessible to all pupils. SEND is discussed in Faculty meetings and School INSET.

Each academic Departmental Handbook will contain a document outlining strategies for teaching pupils with Special Educational Needs and its approaches to differentiation. There is also an additional Teaching and Learning Committee who work across the school to support best-practice in areas such as differentiation, supporting more-able pupils, EAL learners and SEND.

The needs of individual pupils (particularly those with specific learning difficulties) are regularly discussed at Staff, Departmental and Tutorial Meetings. The Head of Learning Support and support teachers are available to discuss and advise all individual subject teachers about meeting the needs of pupils. Where appropriate, they visit departments and observe lessons.

2.8 Examinations

The School works within the JCQ Access Arrangements and Reasonable Adjustments (2019) framework. Please refer to: www.jcq.org.uk

Pupils are offered access arrangements should this be an identified need and adjustment necessary under The Equality Act (2010). The College also work within the framework for IBO Arrangements.

3. PHYSICAL ENVIRONMENT

Stonyhurst College is committed to improving accessibility to our buildings wherever it can.

The historic nature of the Stonyhurst campus, along with its physical location, poses many challenges to adaptation and accessibility. Our core facilities including the refectory, library, student accommodation, performing arts and sports centre and classrooms are spread over many acres of a multi-level estate. Access to some of these day-to-day facilities is achieved by long, steep flights of steps.

Despite these challenges, the School has a policy to continue to make alterations to the physical environment with the aim of adapting and making accessible as many areas as possible across the campus.

All new buildings are fully compliant with the latest Building Regulations. Where we are completely refurbishing existing buildings, every effort is made to make the building as compliant as possible. In addition to major project work, the School is committed to adapting buildings where practicable.

Improving the accessibility of the public buildings has been and remains a primary concern.

The following provides an assessment of the accessibility of key buildings:

3.1 Boarding and private study facilities

At present, boarding facilities have limited scope to accommodate physically disabled pupils. One boarding house does have sleeping accommodation on the ground floor.

All day pupils in Lower Grammar and above enjoy private or shared study accommodation in their designated areas. A physically disabled day pupil would be able to enjoy a normal academic experience

at the School but would not be able to access private or shared study accommodation and would therefore have to use the More Library which provides an excellent working environment on the first floor of the building for private study.

3.2 Chapels

Across the estate, there are five chapels, some of which are more challenging to reach than others, and a comprehensive access plan would need to be devised dependent upon frequency of use.

3.3 Refectory (College and SMH)

The height of the serving counters are not suitable for disabled people using a wheelchair, and in such circumstances, it is assumed that a pupil or other user of the facility would receive assistance from suitably trained staff.

Signs indicating the choice of food can be displayed at a suitable height and location.

3.4 The More Library and Historic Libraries

Disabled access to these parts of the School is possible but not necessarily straightforward and would require a comprehensive plan to ensure an individual could access them.

3.5 The Science Department in the College

These teaching areas incorporate all necessary modifications and physical access improvements required by the Equality Act (2010) and SEND legislation.

3.6 Lavatories

Lavatories for disabled users are located in the following areas:

- Shirk corridor
- St Mary's Hall, near Reception
- Link corridor beside the Ambulacrum
- College Reception area
- College Refectory

3.7 Centenaries Theatre

This facility is a multi-level building and would require significant adaptation to meet the requirements of the Equality Act (2010).

3.8 The external environment

Much of the School's topography is difficult for disabled people. Simple changes and additions to the environment are, however, necessary and achievable and constitute reasonable adjustments that would improve access for the disabled.

Speed ramps are installed as traffic calming measures throughout the campus. These cause difficulties for wheelchair users which have been ameliorated by the removal of sections to allow easier movement.

Handrails on sloping paths have been installed in a variety of locations.

The School is also able to provide additional external seating for rest places in areas where the ground slopes steeply.

It is recognised that some steps or walkways are cobblestones or may need to be replaced.

External lighting has been extensively upgraded for security reasons in recent years. The School will continue to investigate ways of improving visibility after daylight hours.

Signage has also been improved in recent years, although directional signage is low key and has no SEND provision.

The School has in place a 'Campus Access Policy' which forms part of the Health and Safety procedures which details the arrangements for the security access control systems.

Sporting facilities, Swimming Pool, Fitness Centre, Tennis Dome, Ambulacrum and All Weather Pitch

The swimming pool is not well adapted for use by the disabled, although access would be possible by wheelchair to the entrance. A ramp would be required. Changing and lavatory facilities are not designed with disabled people in mind. All swimming sessions during term time are supervised by staff. A reasonable adjustment to enhance the availability of the swimming pool for pupils is more likely to involve ensuring appropriate training for PE staff to teach swimming. Adjustments to the services in the building could be undertaken if demand justified this. However, a staff changing/showering area within the building is available which could be used by a disabled person; however, the lavatories have not been designed for use by a disabled person.

The **Tennis Dome** meets all requirements of the Equality Act (2010).

The **Cricket Pavilion** has access for disabled persons but it is difficult because of the steps leading up from the grounds.

The **playing fields and outdoor tennis courts** have identified difficulties regarding access. In general terms, access is restricted and a disabled person would, most likely, need to be brought by car to the playing fields and tennis courts. The tennis courts and the grass courts are accessible without the need to negotiate the steps.

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