



MALVERN ST JAMES

Girls' School

3 Year Accessibility Plan 2018 - 2021

This policy is the responsibility of the Director of Teaching and Learning, together with the Director of Operations and Head of Learning Support to review and update annually. The School's governors are responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

Ethos and Aims

The School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We aim to ensure that each and every pupil can participate fully in the life of the school and we are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Scope

Definition of disability: A child or young person is disabled if they have 'a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal everyday activities' (as defined by the Equality Act 2010).

This has some overlap with the **definition of 'special educational needs'** in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age), but not all pupils are disabled by their SEN and vice versa.

Malvern St James plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the School. The objectives of the Accessibility Plan are to:

- Improve access to the **physical environment** of the School, for disabled pupils to enable them to take full advantage of education and benefits, facilities or services provided or offered, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

- Increase the extent to which disabled pupils can **participate in the School's curriculum**. This covers teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or School visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery to disabled pupils of **written information** which is readily available to non-disabled pupils. This includes planning how to make written information accessible to disabled pupils within a reasonable time frame, for example, handouts, timetables, textbooks and information about school events.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies.

- SEND (Special Educational and Disabilities Policy)
- Admissions Policy
- Curriculum Policy
- Discrimination and Disability Policy
- Equal Opportunities and Race Equality Policy
- Health & Safety (including off-site safety) Policy

The School, its buildings and approaches are regularly reviewed by the Estates Manager to ensure that, wherever possible, access to the School for disabled pupils, staff and visitors is assessed and if required improved and the costs are prioritised within the maintenance budget. The School will endeavour to ensure that accessibility issues do not become a barrier to pupils attending the School, with associated risk assessments conducted to identify immediate measures to be addressed. .

The Policy will be monitored through the Governance and Legal Committee and Education and Pastoral Committee of the Governors.

The School takes advice from professional advisors (architects) and contractors as to the best, and most cost efficient way, to implement the accessibility plan for new buildings and refurbishment, in accordance with Building Regulations.

How the plan is constructed

The School has a disability policy review committee which consists of the Director of Teaching and Learning, the Director of Operations, the Director of Pastoral Care and the Head of Learning Support and may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

1. to review the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEN and disability policy
4. to prepare the School's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis.

The School's disability policy review committee have been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School will conduct an audit of our provision for pupils with special educational needs and/or disabilities. Views of teaching and non-teaching staff and pupils will be obtained via means of a questionnaire. We will use the results to ascertain understanding in the school community of disability and accessibility, priorities for our pupils with SEN and/or disabilities and priorities for our pupils' parents.

The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

The results of the audit will inform our school accessibility plan for 2019 – 2021. The plan and targets will be widely circulated to all teaching and support staff, pupils and parents and is available upon request.

How the plan is reviewed and monitored

The School's disability committee meets biannually to frame recommendations for inclusion in the plan. These recommendations include input from the Senior Leadership Team and the document is then placed on the agenda for the meeting of the governing body.

There is a formal review of the implementation of the plan of the full governing board. Senior leadership provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

Background information - Education Facilities

Main Building

There are education facilities located on the ground, 1st, 2nd and 3rd floors of this 6 storey Victorian building. Wheelchair access into the Main Building is via either the 'Porte-Cochere doors' or the ramp from the 'Quad'; both give direct access to York Hall and the ground floor corridor. An internal ramp has been created giving access from York Hall onto the ground floor corridor. The lift located in the reception hall gives access to most of the classrooms on the upper floors, the Sixth Form Centre and the Lower Ground Floor Dining room.

Dedicated appropriate toilet facilities are provided on the ground floor.

The lift serving the building is not rated as an evacuation lift and so an evacuation chair has been installed on the 2nd floor corridor. A policy has been written to cover its use and the staff required to use the equipment have been trained in its use. Please see the procedures for the Evacuation of Non-Ambulant Pupils in the Health and Safety Policy.

Science and Mathematics Education Centre

This is a modern purpose built 3 storey building. Access to the ground floor is via a ramped external entrance from the car park or via the side entrance of the building which has a ramped access and has had installed a more suitable width doorway which is closer to the lift. The classrooms on the upper floors are accessed via the lift. Dedicated accessible toilet facilities are provided on the 1st floor of this building.

The lift serving the building is not rated as an evacuation lift and so an evacuation chair has been installed on the 2nd floor corridor. A policy has been written to cover its use and the staff required to use the equipment have been trained in its use. Please see the procedures for the Evacuation of Non-Ambulant Pupils in the Health and Safety Policy.

Art and Technology Block

This is a split level, modified, 3 storey Victorian building. Access to the ground floor is via a ramped external entrance from the 'Quad'. From the ground floor a further internal ramp

gives access to the Food Technology, Art Textile and DT teaching rooms. The building does not lend itself to reasonable modification to increase the access to either the lower ground or the 1st floor.

Drama Centre

This is a modified 2 storey building with ground floor access to both the performing space and the subject classroom.

Avenue Music Centre

The Music Department is based in a 2 storey modified Victorian Villa. The ground floor classrooms and rehearsal spaces are accessed via internal ramps leading from an external door. The building does not lend itself to reasonable modification to increase the access to the 1st floor.

Due to the structure of the building and that the school is not a purpose built building, the Library, Learning Support areas do not have wheelchair accessibility.

Dome

The main arena of the building is accessible from the front doors but the building does not lend itself to reasonable modification to increase the access to the 1st floor viewing gallery or the lower ground floor squash courts.

Sports Centre

The Sports Centre is a modern purpose built 2 storey facility. The building is accessible on both the ground and lower ground floors and also has a lift. The building has been fitted out with 2 accessible toilets, one on each floor and the lower ground floor has a 'wet room' style changing/shower room.

Swimming pool

The pool hall and changing rooms are located in a split level single storey Victorian building and are currently not accessible.

Background information - Residential Facilities

Batsford House – Prep and Lower School

Batsford House was opened in September 2010 as the Junior Boarding House. The building does not lend itself to reasonable modification to increase the access to boarding facilities. (To have dedicated the space required for an accessible bathroom would have had a detrimental effect on the ratio of showers/baths to pupils and so further limited the capacity of this house without any immediate prospect of user need.)

Hatfield House – Middle School

Hatfield House is a purpose built 1960's 4 storey building.

The ground floor is accessible via external ramps leading to the front door. This gives access to the common rooms and dining facilities in the House. The dormitories are on the 1st and 2nd floors but are only accessible via a pair of spiral staircases which do not lend themselves to reasonable modification to increase the access.

Mount House – Middle School

Mount House comprises two connected and modified Victorian houses. Accessible areas in this building are limited and risk assessed. The building does not lend itself to reasonable modification to increase the access to dormitories.

Greenslade House – Year 13

Greenslade House is a purpose built 1980's 3 storey building. Due to the split level design of each floor in this house only very limited access is achievable from any single ground floor entrance. The dormitories are on the 1st and 2nd floors and are served by multiple stairs which would not lend themselves to reasonable alteration to improve vertical access.

Poulton House – Year 12

Poulton House occupies most of the third and all of the fourth floors in the main building. Although the area is accessible via a lift, it is not rated as an evacuation lift and so cannot be used in the event of a fire evacuation.

Benhams House – Flexi Boarding and Health and Wellbeing Centre

The Dorms for the Flexi Boarding are located on the ground floor and are easily accessible. The washroom facilities could be amended to allow for future accessible use.

The Health and Wellbeing Centre is located at the front of Benhams House and has a waiting room on the ground floor which could be amended to provide an accessible isolation dorm.

The Headmistress lives in the attached Rectory.

Background Information - Teaching and Learning

Please refer to the SEND Policy for detailed information on provision for SEN and disabled pupils. The aims with regards to teaching and learning provision are as follows:

- The School will draw up an Individual Education Plan as necessary to support the disabled learner. This will be drawn up in co-operation with parents/carers.
- Staff will continue to be made aware of students with Disability or Special Educational Needs (SEN) by the SENCO (covered further in the School SEN Policy) and appropriate training put in place.
- The SENCO and the Health and Wellbeing Centre working with other teaching staff will be responsible for ensuring any additional support is in place and for monitoring that learner.
- Staff will continue to be made aware of strategies to make “reasonable adjustments” within the classroom so as not to place disabled students at a substantial disadvantage in accessing the curriculum e.g. providing text in bigger font, sitting a child near the front etc. The SENCO will discuss such strategies as appropriate with Heads of Department or other staff. Such differentiation should be reflected in Departmental SEN Guidelines and Schemes of Work.

- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other students, nor their Health and Safety (e.g. labs, workshops, sports equipment).
- The school will ensure that there is adequate training of teaching staff so everyone is able to accommodate the needs of a disabled learner.
- The school's broad and balanced curriculum is delivered in such a way that it meets the needs of all learners at MSJ.
- The School, as an independent school, is not required under current legislation to provide auxiliary support such as a classroom assistant, or auxiliary aids e.g. laptops or hearing loops, although it does try to facilitate the use of auxiliary aids such as laptops where this has been formally recommended by an Educational Psychologist.
- The School aims to develop and promote digital E-learning as detailed in the School Development Plan, which will aid all pupils, but specifically those pupils with special educational needs or disabilities.

Improving access to the physical environment - EDUCATION FACILITIES

	Target	Strategies	Outcome
Short term (2018-2019)	Review and ensure any existing building plans incorporate accessibility provision (Autumn term, 2019)	Director of Operations to Undertake review	Ensure that provision for SEN or disabled pupils are considered.
	Investigate the use of an installations of portable hearing loops in large rooms e.g. The Dome, Abbey Room and York Hall (Autumn term, 2019)	Conduct a survey to identify needs. Obtain estimate and conduct feasibility survey.	To determine whether this is a reasonable adaptation to make and install if possible
	Purchase a portable ramp to improve access around education facilities (Autumn term, 2019)	Source and purchase ramp which best suits requirements of different areas of the buildings	To improve access where currently a fixed ramp is not in place
	Improve quality of light in teaching spaces and staff offices (Autumn term, 2018 to start)	Rolling programme to replace old lighting with LED daylight strip	Better working environment and improved wellbeing
Medium term (2019 – 2021)	Improve access to ground floor of Avenue Music Centre and access to the Health and Wellbeing Centre as	Provide firm-surfaced path across gravel drive to door	Wheelchairs will no longer sink into gravel

	<p>and when required (Summer term, 2019)</p> <p>Consider improving the acoustics and lighting of large rooms e.g. The Dome, Abbey Room and York Hall, ensuring all pupils can see well and hear information delivered (Summer 2020)</p> <p>Increase provision of accessible toilets in main building (2021)</p>	<p>Ensure staff are aware of hearing difficulties and ensure best seating plan</p> <p>Identify an existing facility and upgrade</p>	<p>All pupils will hear information and be able to participate in activities</p> <p>Accessible toilet above ground floor closer to classrooms</p>
<p>Long term (Beyond 2021)</p>	<p>Achieve disabled access to Library</p> <p>Improve access and evacuation of the upper floors of the main building</p> <p>Swimming pool accessibility</p>	<p>As part of the planned Library refurbishment improve the access from either the 1st or 2nd floor</p> <p>Investigate and cost the required upgrade of the lift</p> <p>Review future refurbishment to provide:</p> <ul style="list-style-type: none"> • changing facilities • poolside lifts 	<p>Disabled pupils will be able to make use of the Library</p> <p>Unrestricted use of the main building in addition to the ground floor</p> <p>Use of the School pool by disabled pupils</p>

	Review and ensure any new building plans incorporate accessibility provision	Director of Operations to Undertake review	To ensure that SEN and disabled pupils provision is considered
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Improving access to the physical environment - RESIDENTIAL FACILITIES

	Target	Strategies	Outcome
Short term (2018-2019)	Purchase a portable ramp to improve access around education facilities (Autumn term 2019)	Source and purchase ramp which best suits requirements of different areas of the buildings	To improve access where currently a fixed ramp is not in place.
	Ensure any existing building plans incorporate accessibility provision (Autumn term 2019)	Review plans – D of Ops	To ensure SEND needs are considered
	Following recent success of Greenslade which addressed highlighted lighting issues, review acoustics and lighting in and outside the remaining boarding houses (Autumn term 2019)	Undertake acoustic and lighting surveys in house meetings (with pupils and staff)	Appropriate facilities for living and study. Safe access to every boarding house. Appropriate privacy for girls.
Medium term (2019 – 2021)	Improve ground floor access to Batsford House (Autumn 2020)	Identify adaptable entrances and routes and upgrade if reasonable to do so	Disabled pupils would be able to take part in House activities i.e. film nights

	<p>Improve ground floor facilities in Benhams (Spring 2021)</p> <p>Improve access to Mount House ground floor (Summer 2021)</p> <p>Improve quality of desk lighting in boarding (Autumn term 2019)</p>	<p>Refurbish existing facilities to create accessible amenity</p> <p>Identify adaptable entrances and routes and upgrade if reasonable to do so</p> <p>Rolling programme of desk lamp replacement</p>	<p>Unrestricted use of Flexi boarding by day girls</p> <p>Pupils who are wheelchair users would be able to take part in House activities i.e. film nights</p> <p>Good lighting for studying, less strain on eyesight; supports those who have compromised eyesight/learning disabilities</p>
<p>Long term (Beyond 2021)</p>	<p>Provide accessible Sixth Form day girl study, common room and washroom facilities in the Sixth Form Centre</p> <p>Ensure any new building plans incorporate accessibility provision</p>	<p>Include a 1st floor accessible toilet</p> <p>Ensure this is considered at earliest stage as possible</p>	<p>Unrestricted use of Sixth Form Day Girl facilities</p> <p>to ensure SEND needs considered</p>

Increasing access to the curriculum

	Targets	Strategies	Outcome	Goals achieved
Short term (2018-2019)	Enable staff to increase their knowledge and understanding of needs of SEN and disabled pupils, registered with the School (Autumn 2018 start)	Training of staff by Head of Learning Support/SENCO and ensure staff work in line to the SEND Policy. Access to support from professional staff and external agencies where required	Staff understanding and confidence in providing appropriate teaching and support for SEND and disabled pupils	Flexible approach to disabled pupils Success of disabled pupils in examinations
	Raise the profile and importance of access to the curriculum for SEND/EAL pupils through School Development Plan (Autumn 2018)	Ensure this is on the Teaching and Learning Development Plan and therefore forms part of each department's development plan.	All departments in school are actively considering improved provision and access to curriculum for all pupils	
	Improve use of technology/Apps to increase access to the curriculum e.g. DocsPlus (Autumn 2019)	Audit of technology and available software/Apps/hardware and prioritise spending in LS budget to improve facilities and provision	Best technologies supporting pupils and removal of barriers to learning	

<p>Medium term (2018 – 2021)</p>	<p>Sustain level of Learning Support for all pupils with learning difficulties and disabilities in MSJ graduated Wave approach (see SEND Policy).(Autumn 2019)</p> <p>Move towards becoming a certified ‘dyslexia friendly’ school (Summer 2020)</p> <p>Develop E-learning in school and promote digital learning and increased use of technology in teaching and learning, including widespread use of laptops and devices in lessons where pupils choose to use them (Summer 2020)</p> <p>Develop a curriculum audit to ensure School does not inadvertently discriminate</p>	<p>Maintain necessary levels of training for specialised staff</p> <p>Aim is on the Teaching and Learning Development Plan. LS department leading on this, reviewing targets for improvement against criteria and providing staff training and prioritising spending on key areas.</p> <p>Aim is on the Teaching and Learning Development Plan and is also being discussed in Academic Development Committee and IT Committee. New MIS, software, devices for staff and pupils and staff training needed.</p> <p>Carry out curriculum audit with arising actions.</p>	<p>Flexibility within the department to support demand from parents and needs of pupils for additional Learning Support</p> <p>Improved access to curriculum for SEN pupils</p> <p>Improved access to curriculum for all pupils, but especially for SEN pupils</p> <p>To ensure that no pupil is inadvertently discriminated against</p>	<p>Improved access for pupils in public examinations</p>
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	against pupils with a disability or SEN (Autumn 2019)			
Long term (Beyond 2021)	Library access (see Education facilities section)	Improve access to independent learning resources and learning and studying space	Able to visit the library as part of a lesson or working group Private study enhanced	Enabled usage of the library space Enabled access to library collections Greater public examination success

Improving access to information

	Targets	Strategies	Outcome	Goals achieved
Short term (2018 – 2019)	Ensuring availability of written material in alternative formats i.e. consider how information such as handouts, timetables and information about school events can be disseminated in alternative formats such as large print, audio using ICT or providing information orally (Autumn 2019)	To communicate to all staff for their consideration and in line with other relevant policies e.g. SEND Policy. Use of different range of communication tools, such as Firefly for setting Prep, sharing resources and enrichment opportunities. Use of DocsPlus to allow for text to be read back to pupil and for definitions etc. LS department to train staff and to share IEPs/PP with teachers to ensure each individual pupils needs are recognised and met.	Wider support for pupils with specific learning difficulties/EAL requirements	Higher achievement for pupils with SpLD/EAL needs
Medium & Long-term (2018 – beyond 2021)	Monitor and adapt where appropriate new technologies and encourage staff to recognise and adapt for different learning styles e.g. use of mindmaps, video clips, groupwork	Select new software etc. and organise staff training	School remains flexible and competitive in this field	All pupils are enabled to achieve their potential

<p>These improvements will be done on a rolling programme and therefore are envisaged to progress beyond 2021)</p>	<p>and reading aloud, as well as resources using software such as DocsPlus.</p> <p>Improved software and hardware in classrooms across the school, including interactive projectors, improved wifi access and availability of devices and digital learning materials</p>			
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Authorised by	Resolution of the School Council
Signature	
Date	June 2019

Effective date of the Policy	May 2019
Review date	May 2021
Circulation	Members of School Council / teaching staff / all staff / parents / pupils [on request]