



# DEAN CLOSE

## FOUNDATION

**The Dean Close Foundation**

**Independent, Co-educational, Day and Boarding School**

## **SENDA - ACCESSIBILITY POLICY AND PLAN (W025)**

**1st September 2021 to 31st August 2024**

Registered Charity No: 1086829

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## THE DEAN CLOSE FOUNDATION

### PUPIL ACCESSIBILITY POLICY AND PLAN

- This policy has been authorised by the Trustees of The Dean Close Foundation (the “**Charity**”) for all of its schools, (the “School”).
- This policy will be reviewed periodically by the Bursar (or the Finance and General Purpose Committee) on behalf of the Board of Trustees.

#### Introduction

1. Dean Close School is committed to providing equality of opportunity by the creation of an environment in which individuals are treated according to their merits and abilities. This commitment is shared by scholars, staff, parents and trustees.

#### Pupil Admissions

2. When considering whether to admit a child the School must feel confident that a prospective pupil will benefit from the education offered, in line with the general standards achieved by their peers, so that they can enjoy a complete, happy and successful school career. These criteria must continue to be met throughout the individual’s time at Dean Close. The School’s policy is to apply these criteria to all pupils and potential pupils regardless of any known disability, subject to our obligation to make reasonable adjustments, so as not to put any disabled pupil at a substantial disadvantage relative to their non-disabled peers.

3. Parents/guardians of children with potential disabilities, medical conditions or special educational needs must disclose any known or suspected disabilities at the time of Registration, or as soon as the condition becomes known, and provide details of the nature and effect of any condition. The School will be sensitive to any requests for confidentiality and will treat any sensitive personal data in line with our obligations under GDPR and in accordance with our Privacy Notice which can be found on our main website.

4. Parents/guardians of disabled or potentially disabled children are also required to provide full and timely disclosure of any medical, educational psychologist or other reports regarding their child’s disability, medical condition or special educational needs. In assessing

any pupil or prospective pupil the School may take such advice and require such assessments as it regards as appropriate. Failures by parents/guardians to make the necessary disclosures of information may prevent the School from providing adequate support.

5. The School will ensure enhancement to school life and education provided by inclusive policies, however equal importance will be attached to ensuring that no pupil's education is impaired by this approach.

### **Accessibility Plan**

6. The Operations Bursar is responsible for producing and promulgating an Accessibility Plan which will be reviewed and updated annually in consultation with senior academic staff.

7. Where possible, teaching staff will provide differentiated materials and resources in order to allow equality of access to pupils with disabilities. Use of online resources, email and other methods of electronic communication will also be exploited to optimise students' access to work and resources.

8. When purchasing new equipment (eg computers, vehicles etc.) the School will consider the use of that equipment by disabled pupils.

9. The historic nature of the School Estate is such that some buildings are not, and cannot be made, fully accessible by those with disabilities. The School is, however, committed to ensuring that newly constructed buildings are accessible by disabled pupils, staff and visitors and where possible to improve access to existing buildings over time. Where a disabled pupil or member of staff is unable to gain access to a particular room or facility the School will consider, in the light of all the relevant circumstances, making reasonable adjustments to accommodate the needs of the individual, or undertaking the same activity in an alternative location.

10. The current and planned accessibility status of Dean Close buildings is described at Annex A.

### **Conclusion**

11. The School is committed to providing equality of education to all those who match the academic entry standards required. Subject to the availability of funding the School will adapt its physical environment over time to make it more accessible to disabled people and

in the interim will make adequate alternative provision, wherever possible, for those whose disabilities prevent access to normal facilities.

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY ACT 2001 - SENDA**

### **Introduction**

1. This policy should be read in conjunction with our Admissions, Equal Opportunities, and Learning Support policies.
2. Since September 2002, the School has had three key duties towards disabled pupils, under Part 4 of the Disability Discrimination Act 1995 (DDA):
  - Not to treat disabled pupils less favourably for reasons related to their disability;
  - To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
  - To plan to increase access to education for disabled pupils
3. This document sets out the School's intent to improve access to education for disabled pupils in the three areas required by the DDA planning duties:
  - 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 format of information provided to disabled pupils so that they can access it as readily as pupils who are not disabled.

4. The School's accessibility plan will be resourced, implemented, reviewed and revised as necessary. Annex A shows how the School plans to address the priorities for its physical environment whilst Annexes B and C deal respectively with improving access to the curriculum and co-curricular activities and to information.

### **Information about the Schools**

5. Dean Close Foundation is a group of co-educational Independent Schools catering for children aged 0 to 19 years:

- Dean Close Pre-Preparatory School (DCPPS)
- Dean Close Airthrie School (DCAS)
- Dean Close St Johns (DCSJ)
- Dean Close Preparatory School (DCPS)
- Dean Close Senior School (DCS)

6. Pupils may board at DCPS, DCS and DCSJ. Dean Close is generally non selective, offering a broad education; the admissions criteria require the child to be able to cope with the demands of the school day and the academic curriculum so that they thrive and enjoy challenges and new opportunities. The ability of the School to be able to offer appropriate support and intervention will also be a factor.

### **Visions and Values**

7. Within Dean Close we seek to provide a welcoming atmosphere where each individual feels valued and can make the most of their abilities, including those with learning difficulties and disabilities, on the proviso that the educational needs of the child can be met from the academic resources that the School is able to provide.

8. We are committed to equal opportunities and to the inclusion for all members of the School community. The School aims to:

- Set suitable learning challenges
- Respond to pupils' diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

9. We welcome all pupils and staff, irrespective of race, colour, creed or impairment. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability. This is clearly reflected in our Admissions Policy.

### **Definition of Disability**

10. All Dean Close pupils who are defined as being disabled have an entitlement to be able to access our School. We therefore have a general duty to improve the accessibility of our School for disabled pupils.

11. Disabled pupils are likely to include those who have a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The impairment may affect one or more of the following areas:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

12. In some circumstances it may be helpful to have specialist input, such as an educational psychologist's report, in exploring a potential disability and assessing what additional support might assist a pupil to overcome a substantial disadvantage. In general the School would expect parents to meet the cost of obtaining such reports, but in cases of financial hardship some bursary support may be available.

### **Reasonable Adjustment**

13. The Equalities Act 2010 imposes a duty on schools to make reasonable adjustments to 'policies, criteria and practices' to address potential issues of discrimination. With effect from 1 September 2012 the Act extends the reasonable adjustments duty where a disabled person would, but for the provision of an auxiliary aid, be put at a substantial disadvantage in comparison with persons who

are not disabled. It should be noted however that schools are not required to remove or alter physical features in order to comply with their duty to make reasonable adjustments.

14. The delivery of the provision should be within a reasonable time frame and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

15. Auxiliary aids and services are likely to include those things that help, aid or render assistance to disabled pupils, and may involve:

- Provision of larger computer monitors, large print or information on audio tapes/CDs for those with a sight impairment;
- Teaching assistants to assist disabled pupils with a mobility impairment or significant Special Educational Needs (SEN) disability;
- Induction loops and/or training a member of staff in British Sign Language so they are able to communicate with pupils with a hearing impairment; or
- Portable ramps or hand rails for those with a physical impairment.

16. Parents of pupils or prospective pupils who believe that their child may have a disability that may be addressed by the School making reasonable adjustments should raise the matter with the School at the earliest possible moment.

The decision as to whether the School can reasonably make adjustments will be a specific judgement in relation to each disabled pupil and will be exercised on a case-by-case basis. Factors that will be taken into account will include:

- Whether the adjustment will remove the substantial disadvantage;
- The cost of the proposed adjustment;
- The resources available;
- The practicality of making the adjustment;
- The need to maintain academic and other standards;
- Health and safety requirements;
- The interests of other current and future pupils;
- The School's charging structure generally.

17. The School will not charge parents for making reasonable adjustments that address proven disabilities. If it is decided that an adjustment cannot reasonably be made parents have the right to appeal such decisions under the School's Complaints Procedure.



### **Disability and Special Educational Needs**

18. Simply because a pupil needs SEN support does not mean that they are disabled, but there may be overlap. The School will consider a pupil to be disabled if they have a physical or mental impairment that has a substantial and long-term effect on their ability to carry out normal day-to-day activities. Long term is defined as lasting, or likely to last, for at least 12 months and a substantial disadvantage is taken to mean 'more than minor or trivial'. Certain conditions, such as ADHD, severe dyslexia and Asperger's Syndrome have potential to fall within the definition, however pupils develop at different rates and those who may need a little 'boost' or a little extra learning support for a short period of time are unlikely to fall within the meaning of disabled.

**Possible overlap of Disability and SEN - Definition for Children and Young People**

<b>Special Educational Needs</b>	<b>Both SEN + Disabled</b>	<b>Disabled</b>
Mild dyslexia Emotional Behavioural Difficulties (EBD - social factors) Mild Dyspraxia Minor speech impairment Mild Learning difficulties	Motor Impairment (long term) Learning difficulties Hearing impairment / Deaf Visual Impairment/Blind Incontinence Significant Dyslexia Epilepsy ADHD Autism EBD (factors other than social e.g. medical conditions/mental health)	Asthma Diabetes Cancer recovery Mental health issues Disfigurement Eating disorder Lack of limbs Sickle Cell Anaemia Gross Obesity Very Short Stature

**The School's strengths and weaknesses in working with disabled pupils**

19. Many members of staff have experience of working with a range of disabled pupils. Training is provided through a cycle of staff INSET sessions, to raise awareness of needs and also of strategies for effective classroom practice in meeting those needs of those pupils

identified as being disabled or needing learning support. Ongoing advice is available from Learning Support specialists who work alongside other members of staff.

**DCS**

20. Class teachers are responsible for providing appropriate teaching for disabled pupils and are supported in this by the Head of Learning Support. The Purple Book, which is updated and shared with academic staff at the start of each term, contains information on each pupil with learning difficulties and/or disabilities and outlines their strengths and difficulties and strategies for supporting them in the classroom. More detailed advice on support and teaching strategies is freely available to all staff electronically via the Learning Support area on the School's intranet.

21. The Head of Learning Support is the named teacher responsible for access arrangements and will co-ordinate liaison with a range of outside agencies who offer advice, guidance and support in meeting pupils' needs. These agencies include:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists

22. Most disabled pupils follow a full and balanced curriculum appropriately differentiated according to their needs, and are encouraged to take a full and active part in School life, including extra-curricular activities and off-site visits. Some pupils may have a reduced curriculum if it is considered to be in their best interests.
23. Teachers receive INSET training on differentiation and know how to develop a range of resources and strategies to ensure that tasks are appropriately differentiated and accessible. They know how to produce materials in accordance with advice on layout, font and readability.
24. The physical layout of the School can present difficulties for some disabled pupils. Access to some residential, recreational and teaching facilities is not possible for wheelchairs due to the age and nature of access in each building. Annex A provides details of timescales for implementation of changes to comply with DDA requirements.
25. Pupils with learning difficulties participate in all areas of the curriculum but may choose, in consultation with the Deputy Head (Academic), their parents, and the Heads of Learning Support and MFL, to reduce some aspects of the delivery of French or Spanish. This allows pupils to receive extra help and not to miss other curriculum lessons as well as allowing them to concentrate on areas of strength without overloading. Regular audits will take place to monitor provision and participation. Arrangements will be made on an individual basis to suit the differing needs of each child.
26. Supported pupils are actively encouraged to make full use of assistive technology. The Learning Support Department promotes software for text reading, voice recognition, advanced editing, mind-mapping and essay planning. Access arrangements for disabled pupils cater for any degree of disadvantage. They are supported by an educational psychologist's recommendation, or are decided on following a thorough review of individual need. An Access Arrangements List is maintained on the School's intranet.
27. A Learning Support Centre has been created to deliver a clearer focus for Learning Support within the School and to provide a 'drop-in' facility where students can be better supported.

## **DCPS**

28. Teachers are responsible for ensuring they are aware of disabled pupils in their classes and that their teaching meets the needs of the pupils by way of differentiation, adaptation of teaching style, materials and organisation of the class, as necessary. The Head of Learning Support is responsible for ensuring that members of staff have access to all details pertaining to their pupils and that this information is presented at the start of each term and in half termly updates. Full pupil profiles are accessible through the

Learning Support area on the School Staff Google Drive, along with less detailed lists of need and provision. The area also provides detailed notes on a variety of learning difficulties and disabilities with suggestions for support.

29. The Head of Learning Support is responsible for liaising with pupils, staff and parents to ensure all parties are aware of support being provided. This may include arranging assessments by external professionals including:

- Educational Psychologists
- Speech and Language therapists
- Occupational therapists

30. All pupils follow the School curriculum which builds towards the examinations at the end of Year 8. In some circumstances a reduced curriculum may be beneficial to ensure the pupil reaches his/her maximum potential. This will usually take the form of a reduction in French, Spanish or Latin and decisions are taken in consultation with parents, the Academic Director DCPS and the Heads of MFL, Latin and Learning Support. In place of the lesson reductions individual learning support, independent study time or regular instrumental music or Speech and Drama lessons may be implemented. The aim is for the pupil to have one less subject to learn and to give more time to concentrate on other subjects and to receive extra support without infringing on the rest of the day. In some cases it may be deemed beneficial for a pupil to repeat a year.

31. All pupils are encouraged to take part in the extra-curricular programme, trips and visits and the daily activities programme. All provision is reviewed regularly with an audit taking place at the end of each academic year to ensure differing needs are met. Careful and frequent liaison with the DCS Head of Learning Support ensures that provision will be continued as appropriate on transfer to DCS, including access arrangements, assistive technology and the nature of individual tuition.

32. Teachers receive regular INSET training covering the theory into practice of teaching children with specific learning difficulties and disabilities. Practical handouts, websites and book recommendations form part of each INSET and members of staff are encouraged to seek advice from the Learning Support Department.

33. The physical layout of the School can present difficulties for some disabled pupils. Access to some residential, recreational and teaching facilities is not possible for wheelchairs due to building age and design. Annex B provides timescales for implementation of proposed changes, including those necessary to comply with DDA requirements.

## **DCPPS**

34. Teachers are responsible for ensuring they are aware of disabled pupils in

their classes and that their teaching meets the needs of the pupils by way of differentiation, adaptation of teaching style, materials and organisation of the class, as necessary. The SENCO is responsible for ensuring that members of staff have access to all details pertaining to their pupils and works with teachers to review needs and to ensure staff are supported. At the beginning of each term, class teachers in consultation with the SENCO prepare IEPs (Individual Education Plans) for children who require support. These are reviewed termly and a copy is sent home to parents.

35. The SENCO is responsible for liaising with pupils, staff and parents to ensure all parties are aware of support being provided. This may include arranging assessments by external professionals including:

- Educational Psychologists
- Speech and Language therapists
- Occupational therapists

36. The School's aim is that disabled pupils will follow a full and balanced curriculum appropriately differentiated according to their needs, and will be encouraged to take a full and active part in School life, including extra-curricular activities and off-site visits. Some pupils may have a reduced curriculum if it is considered to be in their best interests. All provision is reviewed regularly to ensure differing needs are met.

37. Careful and frequent liaison with the DCPS Head of Learning Support ensures that provision will be continued as appropriate on transfer to DCPS, including access arrangements, assistive technology and the nature of individual tuition.

38. Teachers receive regular INSET training covering the theory into practice of teaching children with specific learning difficulties and disabilities. Practical handouts, websites and book recommendations form part of the INSET and members of staff are encouraged to seek advice from the SENCO.

39. The physical layout of the School ensures that pupils have access to all activities within DCPPS, including a lift from the ground to first floor. Access to some teaching facilities not sited in DCPPS is not possible for wheelchairs due to building age and design, for example swimming changing rooms. The Annex provides timescales for implementation of changes to comply with DDA requirements.

#### **DCSJ**

40. Teachers are responsible for ensuring they are aware of disabled pupils in their classes and for ensuring they meet every pupil's needs through effective differentiation in their teaching and resources, as well as adapting materials and class layout as appropriate.

The Head of Learning Support is responsible for providing this material to staff. An update is delivered at INSET, when a new pupils arrives, when there is a new diagnosis or in response to a review of a child's learning. Pupil passports and supporting information are available on the Learning Support area of the teachers' network. These cover needs, targets and suggested strategies.

41. The Head of Learning Support is responsible for liaising with pupils, staff and parents to ensure all parties are aware of support being provided. This may include arranging assessments by external professionals including:
  - Educational Psychologists
  - Speech and Language therapists
  - Occupational therapists
42. All pupils follow the school curriculum, which culminates in the two year PSB certificate in Years 7 and 8. The PSB's emphasis on assessment through coursework, as well as terminal exam, effectively supports a variety of learning needs and styles. In some circumstances, a reduced curriculum may be of benefit to ensure that a pupil reaches their maximum potential, particularly in core subjects. This will usually be a reduction in languages. Decisions are taken in consultation with parents, the Director of Studies and Head of Learning Support. In place of those lessons, 1 to 1 learning support is offered. In some instances, it may be deemed beneficial for a pupil to repeat a year.
43. All pupils are encouraged to take part in the co-curricular programme: trips, visits and the daily clubs. All provision is reviewed regularly with an audit taking place at the end of each academic year to ensure differing needs are met. Liaison with senior schools ensures that provision will be continued as appropriate on transfer to including access arrangements, assistive technology and the nature of individual tuition. This information forms part of the PSB transfer document to senior schools.
44. Teachers receive regular INSET training covering the theory into practice of teaching children with specific learning difficulties and disabilities. Practical handouts, websites and book recommendations form part of each INSET and members of staff are encouraged to seek advice from the Learning Support Department.
45. The physical layout of the school can present difficulties for some disabled pupils. Access to some residential, recreational and teaching facilities is not possible for wheelchairs due to building age and design.

## **DCAS**

46. Teachers respond to SEND children's needs by:
  - Providing support for children who need help with communication, language and literacy;
  - Planning to develop children's understanding through the use of all their senses and of varied experiences;

- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

47. Any SEND concerns that any members of staff have regarding children can be discussed with the SENDCo. They will discuss any further action (either in terms of alternative teaching strategies, further observations or My Plan if appropriate) with the child's parents and will value their ideas and opinions. Confidential records are kept of all observations and any meetings and discussions with parents who can have access to at any time.
48. Any new information obtained by the SENDCo regarding developments in SEND and Inclusion is passed on to all members of staff either through arranged meetings or through handouts.
49. We have a fully inclusive ethos at Airthrie. We treat children as individuals and value their achievements. Our emphasis is on the process of learning rather than perfect products. We provide resources that cater for all ranges of children and offer differentiated learning opportunities to help them reach their full potential. Facilities in the Nursery and Reception are all on ground level with wide doors and all children have direct access to the garden area. This allows easy access for children with physical disabilities.
50. If our assessments show that a child may have a learning difficulty, we implement a range of strategies that make use of available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. This level of support incorporates a My Plan. A parent may also alert staff to a concern and at this point a member of the staff will EITHER observe the child in the classroom and make some informal assessments OR with parental consent undertake more formal assessment, usually by extracting the child for special testing to identify the child's particular needs. Following this, parents are advised about these needs. Staff then become involved in the child's on-going teaching and learning if the teaching staff and parents feel that the child would benefit from further support.
51. Staff draw up a My Plan, showing the aims in Literacy and/or Numeracy for the year ahead and the teaching strategies and resources to be used to support the child. The Programme is shared with teachers and parents as well as the child.
52. If preliminary testing or the monitoring of an Education Plan suggests that support is needed from outside services e.g. through an educational psychologist's assessment, parents are advised accordingly. This may lead to additional strategies or strategies that are different from those used in SEND support (My Plan). This enhanced level of support is called My Plan+. External support services will provide information for the child's next or amended outcomes. The new strategies and recommendations will, wherever possible, also be implemented within the child's normal classroom setting.
53. If a child's needs cannot be met thorough a My Plan+, the SENDco will start the Graduated Pathway to apply for an EHC Plan, which will provide additional funding or access to further support from the Local Authority.

54. In our school the SENDco/Support Teacher;

- Co-ordinates the provision for and the responses to children's special needs and disability;
- Formulates the EHC Plan for any SEND child;
- Supports and advises colleagues;
- Maintains additional records about all SEND children;
- Acts as the link with parents in relation to SEND children;
- Acts as a link with external agencies and other support agencies, in conjunction with other staff;
- Monitors and evaluates the SEND provision;
- Manages a range of resources, both human and material, to enable appropriate provision to be made for SEND children:

55. **Assessment;** The steps are: identify need; review with parents and child; make recommendations; formulate programme; monitor progress and assess pupils biannually (November and May) in areas of need (in line with usual school assessment practices - see Assessment Policy). All staff that teaches each pupil helps to support that pupil. Class Teachers and SENDCo are responsible for updating the SEND register with assessment and other types of data.

56. **Partnership with parents:** The school works closely with parents in the support of SEND children. We encourage an active partnership through an ongoing dialogue with parents, with regular parental meetings to share details of the progress. A separate end of year report is written for every supported child.

57. **Monitoring and Review:** The SENDCo and/or supporting Staff are available throughout the week for discussion with other staff about individual children. The SENDCo also meets formally twice a year with parents on school parents' meetings and is available for parents to consult as needed during term time.

### **Record Keeping**

58. Members of staff are to ensure that comprehensive records are kept of all decisions and actions relating to disabilities and the making of reasonable adjustments.



Annexes:

- A. Improving Access to the Physical Environment.
- B. Improving Access to the Curriculum and Co-Curricular Activities
- C. Improving Access to Information.

## IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT<sup>1</sup>

### PRIORITIES

<i>Priority 1</i>	<i>An urgent requirement. Subject to budget availability the enabling work should be completed within 12 months</i>
<i>Priority 2</i>	<i>Important. Subject to budget availability the enabling work should be completed within 5 years.</i>
<i>Priority 3</i>	<i>Non Urgent. The enabling work should be completed when funding allows</i>

### DEAN CLOSE PRE-PREPARATORY SCHOOL

<b>BUILDING</b>	<b>ISSUE</b>	<b>RESOLUTION</b>	<b>PRIORITY</b>	<b>TARGET DATE</b>

### DEAN CLOSE PREPARATORY SCHOOL

<b>BUILDING</b>	<b>ISSUE</b>	<b>RESOLUTION</b>	<b>PRIORITY</b>	<b>TARGET DATE</b>
<i>Ferguson</i>	2 Storey building – single step access to GF. Internal stair access only to 1 <sup>st</sup> Floor classrooms/Science rooms. No disabled WC.	Install ramp access to GF  Make reasonable adjustments if a requirement arises	2  -	Aug 22  N/A
<i>Rickerby</i>	2 Storey building – level access to GF & disabled WC. Internal stair access only to 1 <sup>st</sup> Floor classroom.	Make reasonable adjustments if a requirement arises	-	N/A
<i>Millennium</i>	Single Storey building – level access	N/A	-	N/A
<i>Fortfield</i>	4 Storey building – external stepped access only and internal stair access only to basement and upper floors External stair treads not highlighted	Make reasonable adjustments if a requirement arises  To be highlighted with high visibility markings	-  1	N/A  Oct 22

<sup>1</sup> The Plan only addresses buildings to which pupils require access.

<i>Hardy</i>	2 Storey building. Internal stair access only to 1 <sup>st</sup> Floor music rooms.	Make reasonable adjustments if a requirement arises	-	N/A
<i>Wilton</i>	4 storey building – external stepped access only and internal stair access only to basement and upper floors	Make reasonable adjustments if a requirement arises	-	N/A
<i>Caldecote</i>	4 storey building – external stepped access only and internal stair access only to basement and upper floors	Make reasonable adjustments if a requirement arises	-	N/A
<i>Dining Hall</i>	Single Storey building – ramp access. No disabled WC	Make reasonable adjustments if a requirement arises	-	N/A
<i>Centenary Hall, Classrooms and Offices</i>	Two storey building comprising assembly hall, classrooms and offices.	New building fully DDA compliant	-	N/A

DEAN CLOSE SCHOOL

<b>BUILDING</b>	<b>ISSUE</b>	<b>RESOLUTION</b>	<b>PRIORITY</b>	<b>TARGET DATE</b>
Art Block	2 Storey building – level access to GF. Internal stair access only to 1 <sup>st</sup> Floor.	Make reasonable adjustments if a requirement arises	-	N/A
Brook Court House	3 Storey building – level access to GF	Install disabled WC on Ground Floor as part of redevelopment of public areas.	Completed	Sep 20
Chapel	2 Storey building – ramp access to GF and spiral staircase access to 1 <sup>st</sup> Floor	Make reasonable adjustments if a requirement arises	-	N/A
Fawley House	4 Storey main building & 2 Storey annexe – level access only to annexe GF. Stair access to all other areas & no disabled WCs External stair treads not highlighted	Make reasonable adjustments if a requirement arises  To be highlighted with high visibility markings	-  1	N/A  Oct 22
Gate House	3 Storey facility within Main School accessible only by stairs and no disabled WCs External stair treads not highlighted	Make reasonable adjustments if a requirement arises  To be highlighted with high visibility markings	-  1	N/A  Oct 22
Dale House	2 Storey facility with level access to ground floor and disabled toilet on ground floor	N/A	-	N/A
Mead House	2 Storey facility with level access to ground floor and disabled toilet on ground floor	N/A		N/A
Hatherley House	2 Storey facility with level access to ground floor and disabled toilet on ground floor	N/A		N/A
Field House	2 Storey facility with level access to ground floor and disabled toilet on ground floor	N/A		N/A
Shelburne House	4 Storey building- DDA compliant – no access issues	N/A	-	N/A

Tower House	3 Storey building – level access to GF & disabled WC. Stair access only to upper floors	Make reasonable adjustments if a requirement arises	-	N/A
Turner Hall	4 Storey building – stepped access/internal stair access only. No disabled WCs External stair treads not highlighted	Make reasonable adjustments if a requirement arises To be highlighted with high visibility markings	- 1	N/A Oct 22
Library	2 Storey – ramp access to GF via Dale Stairwell. 1 <sup>st</sup> and 2 <sup>nd</sup> floor access only by stairs	Make reasonable adjustments if a requirement arises.	-	N/A
Sports Hall	2 Storey building. DDA compliant – no access issues	N/A	-	N/A
Sports Pavilion	Single storey building. DDA compliant, no access issues	N/A	-	N/A
Main School (Front Corridor) Classrooms	GF Classrooms – ramp access via Library corridor. No disabled WC	Make reasonable adjustments if a requirement arises.	-	N/A
Edwards Classrooms	1 <sup>st</sup> Floor classrooms accessible via ramp and Dining Hall. Ground Floor classrooms – most have single step access.	Make reasonable adjustments if a requirement arises.	-	N/A
Bacon Theatre	2 Storey building – Largely DDA Compliant but only stair access to 1 <sup>st</sup> Floor ticket office/staff.	Improve signage by Entrance Door to enable disabled visitors to use bell	2	Oct 22
Dining Hall	Single Storey – ramp access. No disabled WC	Make reasonable adjustments if a requirement arises.	-	N/A
Health Centre	2 Storey – Stepped access only and narrow access doorway. Stair access only to upper floor	Install ramped access if a requirement arises.	-	N/A
Maths Block	single Storey temporary building with ramped access	To be replaced with permanent facility	-	N/A

Old Gymnasium (Examinations Room)	Single Storey – Level access to main facility but narrow access doorways to changing rooms	N/A	-	N/A
Music School and Prince Michael Hall	2 Storey building – DDA compliant- no access issues	N/A	-	N/A
Swimming Pool	Level access to pool area via staff office but narrow access doorways to changing rooms	N/A	-	N/A
CCF	Single storey – stair access only	Cadets do not require routine access to CCF Building.	-	N/A
Labs & Psychology classrooms	2 Storey facilities within Main School – 2 step access to GF. Stair access only to 1 <sup>st</sup> Floor classrooms/labs	Make reasonable adjustments if a requirement arises	-	N/A
CDT classrooms	Single Storey – level access	N/A	-	N/A
Prefects' Common Room	Single Storey – single step access	Make reasonable adjustments if a requirement arises	-	NA

### Dean Close St Johns

<b>BUILDING</b>	<b>ISSUE</b>	<b>RESOLUTION</b>	<b>PRIORITY</b>	<b>TARGET DATE</b>
Main Building	2 Storey building – level access to 50% GF. No level access to dining facilities or Library. Internal stair access only to 1 <sup>st</sup> Floor.	Make reasonable adjustments if a requirement arises	-	N/A
Arts Block	Ramped access DDA compliant	N/A		
Boarding House	3 Storey building – level access to GF	Install accessible accommodation if required.	-	N/A
Sports Hall	Access to building from main site	Install access path if required	-	N/A
Swimming Pool Hall and Pool	Stepped access only into pool hall Raised pool side no lowering access	Make reasonable adjustments if a requirement arises		
Main Site	Access to academic building from main site	Identify Disabled Parking close to Front Reception	-	N/A

**Dean Close Airthrie School**

<b>BUILDING</b>	<b>ISSUE</b>	<b>RESOLUTION</b>	<b>PRIORITY</b>	<b>TARGET DATE</b>
No. 29.	Access to the school	Make the drive available as a disabled parking space and offer access to the rear of the building via the side entrance	If required	N/A
27 and 29	Access to buildings	Temporary ramp to be available where required for access	Ongoing	N/A

Annex B

**IMPROVING ACCESS TO THE CURRICULUM AND CO-CURRICULAR ACTIVITIES**

1. The School recognises that all pupils need to be able to access not only the physical environment but also the curriculum. Our curriculum policy, plans and schemes of work are written and implemented with all pupils in mind. It is important to give particular consideration for pupils with SEND. The School aims to give experience in the following areas:

- Linguistic
- Mathematical
- Scientific
- Technological
- Human and Social
- Physical
- Aesthetic and Creative

2. The overriding principle is that all pupils have the opportunity to learn and make progress and are adequately prepared for the opportunities, responsibilities and experiences of adult life.

3. The School provides individual plans for pupils with learning difficulties or disabilities and ensures that their admissions, discipline and other procedures (for example, arrangements for school trips or examinations) take account of pupils' learning difficulties or disabilities. The School also has appropriate provision for those who have English as an Additional Language, a Statement of Special Educational Needs or are considered to be the most able.

<b>Present Position</b>	<b>Desired Outcome</b>	<b>Action Required and Timescale</b>
Specialist provision is very good and valued by students, staff and parents alike.	To maintain and build upon current strengths of specialist staff through	Course attendance as required. Capitalise on networking opportunities and regular liaison and sharing of best practice across the three schools. Ongoing.

	continuing professional development.	
SEN software and other resources are used well by Learning Support Departments.	Mainstream teachers to have better understanding, knowledge and accessibility to the resources regularly used in Learning Support Departments.	Dedicated INSET sessions and individual training of teaching staff as required. Annual review of IT supplementary hardware to identify future needs and enable more widespread use of SEN software.
The School makes information accessible to pupils through use of colour coding, visual imaging and assistive technology.	Broaden and expand provision to disabled pupils of information that is already in writing for pupils that are not disabled.	Raising teaching and administrative staff awareness of the importance and relevance of the techniques and technologies available. Specialist and teaching staff training sessions as part of INSET. Consideration in the context of the annual budget.
Department handbooks contain a section on SEND which considers ways in which potential difficulties can be overcome. Department handbooks are reviewed annually and advice is freely available from the Head of Learning Support.	To ensure that schemes of work in all subject areas are accessible to children with differing special needs and disabilities.	Annual review of schemes of work in relation to different special needs and disabilities. Look for ways to overcome any difficulties that might arise. Investigate specific health and safety or supervision issues.  Deputy Heads (Academic) and Heads of Learning Support to review Department Handbooks
Staff differentiate the curriculum with regard to SEND	Raise confidence among staff in strategies for differentiation, increased pupil participation and alternative ways of recording.	Maintain regular INSET programme for all staff on differentiation and issues relating to SEND.
The School provides a range of choice and provision of co-curricular activities suited to pupils of all abilities.	To provide an even wider range of accessible co-curricular activities for children with differing special needs and disabilities.	Annual review of the opportunities available to pupils. Look for ways to overcome any difficulties that might arise. Annual reminder to all teaching staff that disabled children and those with special needs should always be considered when activities are planned.



### IMPROVING ACCESS TO INFORMATION

<b>Present Position</b>	<b>Objective</b>	<b>Action Required and Timescale</b>
The School makes a considerable investment in its IT systems and recognises the need to keep abreast of technical developments to ensure optimal provision and best value.	To ensure that the School understands how to use available resources to make information available to all users, including those with disabilities and/or special needs.	Operations Bursar and the IT Review Group (above) to monitor developments in technology and ensure that School IT systems are capable of meeting current and future requirements.
Some members of staff may have limited understanding of how to improve the accessibility of information to those who are disabled or have special needs.	Increase staff awareness of the need for, and availability of, materials in different formats.	Heads of Learning Support to provide centralised briefings (INSET) to all staff and more targeted assistance to Heads of Departments and other colleagues (twilight sessions).