



CHARTERHOUSE FAMILY OF SCHOOLS

*Accessibility Plan and Policy*

(including EYFS and Boarding)

## **Introduction**

Edgeborough is strongly committed to providing the highest quality of teaching and learning and support to all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive, wherever possible, to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs and/or disabilities can bring to the School.

## **Definition of Disability and Scope of Plan**

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 their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- a. increase the extent to which disabled pupils can participate in the School's curriculum and co- curricular activities,
- b. improve the delivery of information that is readily accessible to those who are not disabled to those who do have a disability, and
- c. improve the physical environment for those with disabilities to better and safely access the site and facilities.

## **Entry Requirements**

The School must feel confident that a prospective pupil will benefit from the education offered in line with the general standards achieved by the pupil's peers so that there is a good chance that he or she will have a complete, happy and successful school career. These criteria must continue to be met throughout the pupil's time at the School. The School's policy is to apply these criteria to all pupils, and potential pupils, regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments so as not to put any disabled pupil at a substantial disadvantage compared with their non-disabled peers. The objective is to ensure that, subject to meeting the expectations of entry (as detailed in the Admissions Policy) the School is open to all regardless of physical or mental disability.

## **Admissions**

The School asks all parents to complete their registration form in respect of a prospective pupil. In addition, all parents complete the School's medical form, providing details of the nature and effect of any (potential) disability, medical condition or special educational needs and requests that subsequent disclosures will be made, if required. Subject to this, the School will be sensitive to any requests for confidentiality. The purpose of obtaining this information is to allow the School to consider reasonable requests for adjustment.

Parents of a disabled or potentially disabled child are required to provide full 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. Failure by parents to make the necessary disclosure of information may prevent the School from making adequate provision of support.

The School recognises the potential 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. The School's pastoral care system provides strong support for all pupils whether disabled or otherwise. Where pupils need particular treatment or medication the Pastoral Teams and Matron provides necessary assistance. The School also has a strong Learning Support Department to provide support to pupils with learning difficulties. Lastly, the School also has access to a Counsellor, Emotional Literacy Support Assistants, Speech and Language Therapists and Education Psychologists should their professional help be deemed appropriate.

### **Access to the Curriculum**

The teaching staff regularly reviews its teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are, where reasonably practical, removed. We support our teaching and support staff with a programme of training to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend and ensure that, where possible, positive examples of disability are portrayed in teaching materials.

In order that pupils with defined disabilities have an improved access to the curriculum, either a Personalised Learning Plan (Pupil Profile), Welfare Plan or Health Care plan will be drawn up in consultation with pupil, parent, form teacher and relevant lead at school (Director of SEND, Matron). This plan is made securely available to those teachers working with the pupil and it is updated at least annually (A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.) Special Educational Needs and Disability (SEND) Code of Practice (2014).

The Director of SEND briefs the teachers, updates the school SEND database and meets with individual pupils and/or their principle carers to discuss their needs. Most pupils' needs will be met by a short, highly personalised intervention. Generally, pupils requiring ongoing additional support will be assisted within the school day and in response to their needs. Support may take the form of 1:1 provision outside the classroom, or it may entail in-class support. In exceptional circumstances, where required services are off-site, the Deputy Head (Academic) may give permission for a pupil to be withdrawn from lessons for educational support.

The School will make reasonable adjustments for the sitting of examinations following consultation with the Director of SEND. All requests for assessment must first go through the Director of SEND as privately commissioned reports are not admissible under JCQ regulations. It is also possible that pupils who encounter physical or emotional disability in the period up to the exams may be, with consultation, awarded special arrangements.

### **Access to Information**

We provide written/visual/electronic information to pupils in ways that are user-friendly and fully support the pupils in their learning experience. Digital platforms are used to facilitate accessibility to written materials, such as books, where required.

### **Physical Environment**

One of the obvious problems which the School has (in common with many other schools) is the site which covers a wide area and consists of many separate buildings of several storeys and without lifts, which have grown up since the School was founded. Another is the system, again common to many schools, of having some fixed classrooms for each subject, based on the valid ground of having all the facilities for one subject in one place. This requires pupils to go from classroom to classroom, often up steps or stairs in buildings without lifts.

We regularly review and take steps to improve the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education, and associated services, offered by the School. Where possible and necessary due to building design, lessons will be timetabled in accessible classrooms.

### **Parents**

Parents are encouraged to work in close partnership with the staff. Parents are made aware at the beginning of the academic year how staff can be contacted alongside scheduled opportunities, such as Parents Evenings, Progress Reviews and written reports, where communication between parents and staff is facilitated. If a parent has a concern about the academic or developmental progress of his/her child, the School encourages the parent either to speak with or write to the responsible member of staff, depending on the nature of the concern. This can be the Form Teacher, Head of Year, Head of Department, Director of SEND, Deputy Head (Pastoral), Deputy Head (Academic), Head of Pre-Prep or the Head. It is school policy to work closely with the parents and pupils.

### **Pupils**

All pupils whether they are on the Learning Support register or not, are encouraged to approach the Learning Support Department for help or advice. All pupils are formally introduced to the Learning Support department during their induction programme and ARK (Personal, Social, Health & Economic education) programme.

### **The Pastoral Team**

The Governing Body is responsible for ensuring that Edgeborough complies with the current legislation and that this policy is implemented.

The Head of Year (pastoral team) Pastoral Team is responsible for the day-to-day management of the wellbeing of pupils including those with a disability. The Pastoral Team meets regularly to formally review pupils with concerns. Where necessary they would make recommendations for improvements to accessibility of the School's education either generally or specifically for one pupil. These recommendations will be reviewed by the Senior Leadership Team or, if necessary, Governors.

## ACCESSIBILITY PLAN

### Ensuring access to the curriculum, learning and activities

| Aim                                                                                                                                                                                                                             | Action / Strategy / <b>Proposed improvements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Timing                                                  | Responsibility                               | Success Criteria                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>Curriculum (day-to-day):</b><br>To increase the extent to which all pupils with a physical or mental disability (as defined by section 2 of the accessibility policy) can participate in the School's day-to-day curriculum. | <ul style="list-style-type: none"> <li>• Specific room timetabling if required</li> <li>• Teaching staff liaise with Form Teachers/to discuss pupil concerns and needs, as informed by Pupil Profiles and individualized Learning Plans</li> <li>• Class activities and learning environments are differentiated as necessary</li> <li>• Training provided to staff on provision required to meet pupils' needs and ensure inclusion</li> <li>• The Director of SEND or relevant staff member will disseminate any practice changes to teaching staff and document this on iSAMS</li> <li>• 'Accessibility' is a criterion against which all curriculum reviews are conducted</li> </ul> | Ongoing                                                 | Deputy Head (Academic),<br>Head of Pre-Prep  | Pupils with identified needs are fully included in classroom activities and are able to access the learning environment. |
| <b>Classroom layout:</b><br>To ensure that classrooms are inclusive for all.                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Teaching staff review pupil profiles and personalised learning plans of pupils to make adjustment where practicable</li> <li>• Training provided on making classrooms more inclusive and how best to use relevant equipment and set up rooms</li> <li>• Guidance on learning spaces and accessibility sought from linked parties such as Surrey Eye Advisory Team</li> </ul>                                                                                                                                                                                                                                                                    | Ongoing with additional focus at start of academic year | Deputy Head (Academic),<br>Head of Pre-Prep. | Classrooms adapted as required (where assessed as practicable and reasonable)                                            |

|                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                             |                     |                                                                                             |                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Exams and tests:</b><br>To ensure reasonable adjustments (such as time and environment) are made in accordance with professional assessments and recommendations of the pupil's need. | <ul style="list-style-type: none"> <li>• Learning Support Team lead on Exam Access Arrangements process with contribution from external agencies and in-school departments as required</li> <li>• Reasonable adjustments may be: laptops</li> <li>- Separate rooms</li> <li>• Prompters</li> <li>• <a href="#">Software for voice recognition (speech to text)</a></li> </ul>                                               |                     | Deputy Head (Academic)                                                                      | Pupils receive provision and adjustments as stated in their access arrangements.                                                                                                                                                                   |
| <b>Out-of-school visits:</b><br>To ensure all pupils are included in out-of-school visits (OSVs)                                                                                         | <ul style="list-style-type: none"> <li>• Organisers ensure they have considered accessibility and inclusivity when planning the trip</li> <li>• Individual risk assessments made where required</li> <li>• Adjustment to plans / venues made wherever possible</li> </ul>                                                                                                                                                   | Ongoing as required | Senior Deputy Head & Deputy Head Pastoral<br><br>Organisers of OSVs<br><br>Business Manager | All OSVs are accessible and where required, adjustments and alternative arrangements made so that all pupils are able to participate.<br><br>No pupil reports back that they wanted to participate but were unable to due to accessibility issues. |
| <b>Sports:</b><br>Participation in sports is accessible for all pupils                                                                                                                   | <ul style="list-style-type: none"> <li>• Individual risk assessments</li> <li>• Wide choice of sports offered</li> <li>• Sports Hall accessible from changing room entrance</li> <li>• Staff are trained and aware of equipment that may assist in a child's participation of a sport</li> <li>• A bespoke approach to planning participation and organising provision based on need and co-produced with pupil.</li> </ul> | Ongoing             | Senior Deputy Head<br><br>Director of Sport                                                 | All pupils can participate in sport.                                                                                                                                                                                                               |

|                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                  |         |                                                |                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <b>Special Education needs and Learning Support:</b><br>To ensure all those with SEND and Learning Support requirements are identified, with relevant information captured to inform staff and enable consideration of any adjustments that may be required. | <ul style="list-style-type: none"> <li>• Dedicated SEND and Learning Support teams employed</li> <li>• Admissions process captures relevant information if disclosed.</li> <li>• iSAMS allows sharing of relevant information between staff, thus allowing better provision for the pupils</li> <li>• Clear SEND Policy and processes</li> </ul> | Ongoing | Deputy Head (Academic)<br><br>Director of SEND | All pupils are fully included and make excellent progress from their individual starting points. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------------------------------------|--------------------------------------------------------------------------------------------------|

## Improving the availability of accessible information for pupils, staff, parents and visitors with disabilities

| Aim                                                                                                                                                                                                   | Action / Strategy / <b>Proposed improvements</b>                                                                                                                                                                                                                                                                                                                      | Timing  | Responsibility                                                                                        | Success Criteria |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------|------------------|
| <b>Sight impairment:</b><br>To provide information in ways that ensure those with sight impairment can access documentation, view on-screen information and safely navigate the physical environment. | <ul style="list-style-type: none"> <li>• Clear and distinct signage around the site</li> <li>• Use of coloured markings to enhance visibility of the physical space (stair/step markings, low roofs)</li> <li>• Routine use of larger text / coloured backgrounds</li> <li>• IT systems and laptops, including tablets for all pupils in year 6 and above.</li> </ul> | Ongoing | All teaching staff and pupil facing support staff<br><br>Deputy Head Academic<br><br>Head of Pre-Prep |                  |
| <b>Hearing impairment:</b><br>To provide information in ways that ensure those with hearing impairment can access content of audio-visual media and participate safely in school life.                | <ul style="list-style-type: none"> <li>• Fire detector heads with flashing lights</li> <li>• Child specific help via Learning Support</li> <li>• <b>Hearing loops installed in multi-use locations</b></li> </ul>                                                                                                                                                     | Ongoing | All teaching staff and pupil facing support staff                                                     |                  |

## Improving the physical environment for those with disabilities to better and safely access the site and facilities

| Aim                                                                                                                         | Action / Strategy / <b>Proposed improvements</b>                                                                                                                                                                                                                                                                                                                                                         | Timing  | Responsibility                                                 | Success Criteria                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <b>Parking:</b><br>Enable stakeholders with disabilities to park within a reasonable distance of facilities                 | <ul style="list-style-type: none"> <li>Car parking areas available near all key facilities, with dedicated disabled bays</li> <li>Priority given by reception staff when booking visitor parking</li> </ul>                                                                                                                                                                                              | Ongoing | Business Manager<br><br>Estates Manager<br><br>Reception staff | No reports of any person with a disability not being able to park near to a venue.             |
| <b>Access to buildings:</b><br>To improve access wherever possible (mindful of the age and listed status of some buildings) | <ul style="list-style-type: none"> <li>Level and step-free access designed into all new buildings and extensions wherever possible.</li> <li>Portable ramps available for occasional / exceptional access needs.</li> </ul>                                                                                                                                                                              | Ongoing | Business Manager<br><br>Estates Manager                        | No reports of any person with a physical disability not being able to access a venue.          |
| <b>Inside buildings:</b><br>Ensure clear movement within buildings for those with disabilities                              | <ul style="list-style-type: none"> <li>Clear signage provided</li> <li>Corridors kept clear in accordance with Health and Safety procedures</li> <li>Lifts incorporated into new buildings and extensions to allow access to unique spaces, otherwise timetabling to ensure activity takes place on ground floor rooms where needs dictate.</li> <li>Compliance with all building regulations</li> </ul> | Ongoing | Business Manager<br><br>Estates Manager                        | No reports of person with a physical disability not being able to reach the location assigned. |
| <b>Toilets and bathrooms:</b><br>To provide accessible toilets and washing facilities (for boarders)                        | <ul style="list-style-type: none"> <li>Disabled toilets available across the site with clear signage.</li> <li>Room allocations near washrooms in boarding house made according to pupil needs.</li> <li>Boarding house adaptations made as required and practicable as part of rolling refurbishment programme.</li> </ul>                                                                              | Ongoing | Business Manager<br><br>Estates Manager                        |                                                                                                |

|                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                 |  |                                                |  |
|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------|--|
| <p><b>Moving around outside:</b><br/>To ensure ease of movement when navigating the site for those with disabilities</p> | <ul style="list-style-type: none"> <li>• Main paths around site are lit at night</li> <li>• Most paths are wide and level</li> <li>• Speed limits on roadways with vehicles is 10mph</li> <li>• Buildings are clearly named</li> <li>• Signage directs to key locations</li> <li>• <b>Continued rollout of pedestriansation plan</b></li> </ul> |  | <p>Business Manager</p> <p>Estates Manager</p> |  |
|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------|--|