

Sherborne House School - Disability Access Plan

2019-2022

Overall Aim

The school seeks to remain an inclusive school and provide equality of access and opportunity for all pupils to the extent that reasonable adjustments can be made to the school's premises and procedures. The school aims to ensure that students with disabilities or learning difficulties are not discriminated against or placed at substantial disadvantage in those areas of school life that are normally accessible to the whole pupil body.

The plan seeks to:

Increase the extent to which disabled pupils, including those with SEND can participate in the school 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.

Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled. This covers documentation related to the curriculum, to general school documentation and also information which is normally sent home. Plans will need to adopt a practical approach and take account of the specific disability - details will vary on a case by case basis.

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. This includes improvements to the premises and grounds, taking into account the consideration of reasonable adjustment and any restrictions such as may result from as planning consent or listed building/conservation area status.

This plan covers a three-year period. It is reviewed annually by the school and monitored by governance.

The school's Context and Aims:

Sherborne House School is an independent school for boys and girls, age range 2 years 9 months to 11 years. From January 2020, a nursery provision is provided for babies from 6 months. The school comprises of several buildings that are either of one or two storey construction.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DFES 0774/2001)
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2002)
- Code of Practice for Schools (Disability Rights Commission)
- SEN and Disability Act
- Equal Opportunities Act 2010
- ISI inspection

The Aims for our school, which provides the basis for development planning for inclusion:

Sherborne House School embraces a partnership between the school and home. It offers each pupil the opportunity to grow in knowledge and independence, allowing pupils to achieve their personal best.

We believe that every individual has a right to be part of a community where each pupil is valued and respected for their own worth irrespective of race, colour, creed or ability. The children will be helped to appreciate that they are members of the wider community in its richness and diversity.

Our curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

Disability Access Plan							
Theme/ Target/ Objective	Actions	Leading	Date	Cost	Success Criteria	Outcomes for Learners	Evaluation/sign off & who by
Enabling Participation in the School's Curriculum for All							

1.To be an inclusive school, offering a broad and balanced curriculum to all pupils, irrespective of attainment or impairment	Information booklet for all teaching staff regarding disabilities to provided and be kept updated.	JC	Provided Sept '19, '20, '21 to new staff	£	Teachers and Teaching Assistants use a greater range of strategies to enable all pupils to access the curriculum.	Children with disabilities are fully included in all aspects of school life.	Provided to staff at beginning of each year and to any new staff mid year.
	Advice from outside agencies on supporting specific disabilities will be disseminated to all relevant staff.	JC	End of Nov, March, June	£	Teachers and SENCo follow SEN Code of Practice 2014 to ensure that children with disabilities are appropriately supported and able to achieve to the best of their abilities.	Barriers to individual pupils' learning is minimised as far as possible. Lessons and objectives are delivered with individualised learning needs.	Social communication report provided to relevant staff Sept '20. EP report summarised for staff May '21
	Staff meetings given by SENCo to keep staff up-to-date with possible strategies to be used for individual needs.	JC	Annually	£		Children achieve success in their learning.	Inset to TAs delivered: spelling, VIPERS, Precision Teaching (Sept 20) Inset to TAs delivered: RWI (April 21)
	Teaching staff to consider a range of teaching strategies.	All teaching staff	Evidence in planning and classroom observations	£	Children's confidence in their learning is improved.	JC set up SEN group on PA for quick reference of monitoring/ assessment purposes ~ Jan '20. PA used to analyse results	
	Train staff on differentiation	JC for specific individual needs/subject managers to provide input to year groups	Annually	£	SEN groups to be set up on iSAMS and PA for reports to be pulled by teaching staff for information of learning needs, for planning purposes and for tracking progress made.	Programmes provided for	
Use iSAMS and PA to improve access of teachers to information.	JC	End of January '20	£				

	<p>Review ICT resources in line with needs of annual cohorts</p> <p>Ensure consideration given to SEND in all internal and external testing</p> <p>Monitoring of SEND progress within progression meetings as a specific cohort</p>	<p>JC/CM</p> <p>JC/MB</p> <p>JC + class teachers</p>	<p>June '20</p> <p>Internal testing - end of Sept '19/Jan '20/April '20</p> <p>During Pupil Progress meetings; at the end of terms - March 20 and June 20.</p>	<p>£</p> <p>££</p> <p>£</p> <p>£</p>	<p>Availability of ICT resources for teachers to enhance lessons for SEN pupils.</p> <p>Individuals are exposed to testing in line with outside agency recommendations and requirements to individual needs.</p> <p>Individual progress is scrutinised and interventions altered accordingly; additional assessments used as required.</p>	<p>individual learning.</p> <p>Children's testing experience is as positive as possible.</p> <p>Interventions/ lessons are altered, aimed at maximising progress of individuals.</p>	<p>against provision map.</p> <p>Chrome book provided for dyslexic pupils ~ Oct' '20</p> <p>Lexia programme used with 5 SEN and 5 G&T pupils ~ Sept 20</p> <p>JC attended pupil progress meetings for Year 4 and Year 5 March and June '20. Monitoring of Precision Teaching charts and meetings with TAs ~ Jan/March 21</p>
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Improving the Physical Environment							
<ul style="list-style-type: none"> •The décor may be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy. •Are emergency and evacuation systems set up to inform ALL pupils and babies within the Nursery, including pupils with SEN and disability; including alarms with both visual and auditory components? •Check lighting of areas where access is needed •Ensuring Class displays are accessible to all pupils 	JC/NR	Mid-Feb '20	£	Decor is altered as required.	SEND pupils/adults access of the physical environment is positive.	Audit of current site undertaken by JC/NR - Feb '20.	
	JC/NR - NR to review the school's meeting point and evacuation policy with the fire risk assessor.	Mid-Feb '20	£ - resource s purchas ed for evacuati on of babies + physical environ ment changes ?	All pupils, including babies within the Nursery, are evacuated following the school's evacuation policy quickly and safely. A ratio of 1:4 should be applied for safe evacuation of nursery.	Safe Evacuation procedures are efficient and controlled.	Evacuation discussion with JC/HW/NR prior to nursery opening; Review of evacuations after each fire practice.	
	JC/NR	23rd Jan 20		Lighting is altered as required to ensure safe and comfortable working environment for all pupils and staff.	SEND pupils/staff can comfortably work within the whole school environment.	Audit of lighting of all areas of school site undertaken by JC/NR - some lighting to be changed in library, Head's office.	
JC/teaching staff	December '20	£	Class displays can be seen and accessed for learning by all SEND pupils.	Pupils can refer to displays to support learning.	Working Walls inset carried out by LW/RS Sept '20		
Accessibility of Information							
•Using public areas of school to display notices in large font	JC/ES	December '20	£	Information on notices are provided for visually impaired.	SEND pupils and adults can access information easily.		

	<ul style="list-style-type: none"> Ensuring all signage is sufficiently clear, with visual cues. 	JC/NR	Mid-Feb '20	£	Signage is provided that is clear for pupils and adults with SEND.	SEND pupils/ adults can access school environment with minimal difficulties.	Audit of signage in all areas of school site undertaken by NR/JC Feb '20; agreed signage is currently appropriate.
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