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ST MARY'S | BARLBOROUGH HALL

Accessibility Plan

ISI Regulatory Code – 17b

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This Policy is for: Barlborough Hall School
Linked Policies: SEND policy
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Barlborough Hall School

Educating Men and Women for Others since 1842

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Cura Personalis, care of the whole person, is at the heart of all we do at Barlborough Hall School.

We strive for the Magis: in all things, at all times, we have high standards in all that we do and we push ourselves to be the very best we can be - for the Greater Glory of God (AMDG).

We are proudly committed to ensuring all students succeed and to reach the 'magis', however, there may be times when some students need additional support in various areas and at various times during their time at Barlborough Hall School. The *Special educational needs and disability code of practice: 0 to 25 years (2015)* underpins the schools SEND policy. The 4 areas of special educational need highlighted in the SEND code of practice (2015) are:-

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Barlborough Hall School (BHS) is an inclusive and welcoming school. We do not select merely on the basis of academic ability and we do not exclude a student merely because of their perceived academic potential or lack of ability in any area. A key underlying criterion for acceptance of an application by either school is the ability of the school to connect with and educate each individual so that they can develop to the best of their abilities.

BHS does not treat disabled pupils less favourably; and take reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education.

In doing so consideration is given to the needs of each child individually and the context in which they will be learning. It includes those with physical disabilities, health issues including mental health, or specific learning disabilities.

We have high expectations of all of our pupils and we strive 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 (SEN) and/or disabilities can bring to school life.

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.

Because of the age of our both school building we have limited facilities in terms of access for some who are disabled. In spite of the limitations the staff and management will do all that is reasonable to help students regardless of their abilities or educational needs.

An active Learning support Team oversees the provision of students who have diagnosed SEND needs and those who are on the Learning Support Register for monitoring purposes which may include some extra classes outside of the mainstream timetable either in small groups or as individual tuition or a combination of both. We follow an inclusive model aiming where possible to maximise the integration of learning support into the main timetable and curriculum. For the good of the student it is very

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important that parents consider how such mainstreaming and the resources available might impact on their child's needs before making their decision about applying for or accepting a place.

We recommend that the parents of any new pupil with special educational needs should meet with the SENCO and other relevant members of staff to discuss any specialist reports, Education and Health Care Plans (EHCPs) and / or other information, to present information/background material that will help the school to plan how best to meet their needs. Staff at BHS will be professional at all times and will be sensitive to any parental requests for confidentiality. At the same time we will ask that the parents involve staff at BHS in an assessment of a pupil's prospective or emerging needs.

Prospective parents will be asked to discuss any relevant adjustments at the time of application to BHS. The Equality Act 2010 requires BHS to make reasonable adjustments where a child would be at a substantial disadvantage in undertaking an assessment. Reasonable adjustments may include an allowance of extra time in any tests. It is very important that any needs such as these be communicated as early as possible to the school so that we can best assist the applicant and their family. We can provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience.

BHS needs to be made aware of any known disability or special educational need which may affect a child's ability to take full advantage of the education provided at the Schools. Parents of a child who has any disability or special education needs should provide BHS with full details when registering an interest in the school or at the very latest before they accept the offer of a place.

Pupils with diagnosed SEND needs have a SEND Support Plan in place which is reviewed in order to assess progress relating to their SEND targets.

We have pupils with medical and learning disabilities. These include dyslexia, dyspraxia, ADHD, ASD, visual and hearing impairment. All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips).

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of BHS. Staff with medical disabilities are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

We make adjustments to ensure that individuals can travel to and from meetings and has access to all the necessary information and equipment to enable him/her to fully and actively undertake his role.

We will regularly monitor the success of the plan and it will also be reviewed by the governing body. The governing body will report on how targets have been met in their report to parents (and what impact they have had on the achievements of pupils with disabilities).

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ACTION PLAN

The following has been carefully considered and is regularly monitored:

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

ISI Regulatory Standard	Description
10 3. (2)(a)	Increasing the extent to which disabled pupils can participate in the school's curriculum;
3. 2(b)	Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
3. 2(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Target	Standard to be met	Action Required	Lead	Resources Required	Evidence of impact on Stakeholder	Target Completion Date
Increasing the extent to which disabled pupils can participate in the school's curriculum;	Schedule 10 3. 2(a)	Designated LS room in upper and lower school	SENCO	Desks/ chairs	Use by those on LS Register (and other children) for interventions	Ongoing
Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.	Schedule 10 3. 2(c)	Delivery to disabled pupils of information	SENCO & teachers	Provide auxiliary aids and services e.g. enlarged/ written resources in colour if students have visual stress. Employ	Use in classrooms to access textbooks and resources material used in lessons and write answers	Ongoing

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				LSA's for in-class support		
Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.	Schedule 10 3. 2	Delivery to disabled pupils of information	SENCO & Exams Officer	Provide auxiliary aids readers, scribes, coloured overlays/ paper.	Use in tests to access scripts and write answers	Ongoing
Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.	Schedule 10 3. 2(c)	Delivery to disabled pupils opportunities to show ability in exams	SENCO & staff	Provide auxiliary aids readers, coloured overlays/ Paper, scribes.	Use of additional rooms for tests to facilitate access scripts and write answers	Ongoing
Increasing the extent to which disabled pupils can participate in the school's curriculum;	Schedule 10 3. (2)(a)	Use ground floor classroom for lessons & relocate the lessons to same room	SENCO, teachers & pupils	Nil	Participation in the school's curriculum	Ongoing
Improve physical access to facilities within the Schools	Schedule 10 3.2(b)	Accessible toilets	Domestic Bursar /Facilities Manager	External contractors	Improved facilities throughout the School	Ongoing