



## Disability Access Plan Policy - 2017 - 2020 Revision

Loyola Preparatory School is committed to the principles of Every Child Matters and is mindful of the requirements of Schedule 10 of the 2010 Equality Act:

The responsible body of a school in England and Wales must prepare

(1)(a) an accessibility plan;

(b) further such plans at such times as may be prescribed.

(2) an accessibility plan is a plan for, over a prescribed period—

(a) increasing the extent to which disabled pupils can participate in the school's curriculum,

(b) improving the physical environment of the school for the purpose 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, and

(c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

(3) the delivery in sub-paragraph (2)(c) must be—

(a) within a reasonable time;

(b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Admission to the school depends upon a prospective pupil meeting the criteria required to maintain and, if possible to improve, the educational and general standards for all its pupils commensurate with the ethos to which the schools aspires. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life. 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 not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability.

Parents of a prospective disabled pupil are asked to disclose information about the disability at the time of application. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards as appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

One of the obvious problems which the school has (in common with many other schools) is its lay-out which consists of three wings of up to three stories and without lifts, which have grown up since the school was founded. Another is the system, again common to many schools, of having fixed classrooms for certain subjects, based on the valid ground of having all the facilities for one subject in one place and for particular year groups based on the need of having all appropriate furnishings and resources in the same place. This can require pupils to go from classroom to classroom, often up steps or stairs in buildings without lifts. It is not hard to conclude that any pupil with impaired mobility is going to be put at a disadvantage by these problems, if not prohibited altogether from access to some or all of the educational and other facilities the school offers. Nor can these matters be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features of the school at prohibitive cost.

### **Admissions**

Pupils will not be prevented from entry due to disability although specialist advice will be sought in relation to the school's ability to make reasonable adjustment that will be to the advantage of the prospective pupil concerned in the case of pupils with severe mobility or sensory difficulties. Whilst pupils are not ability tested at the point of entry into the Early Years Foundation Stage, pupils entering Reception and above are routinely subject to initial assessment. Provision will be given to ensure that disabled pupils have sufficient opportunity to be assessed as equally as any other candidate. As appropriate, parents will be invited to either support their own child or bring in specialist support and where literacy and numeracy are assessed (from year 1 onwards) materials will be modified according to candidates (following specialist advice) needs including, for example:

- access to a lap top to aid writing,
- the provision of increased sized text,
- the use of interactive white boards and tablet computers to enlarge texts and images.

### **Physical lay-out of the School**

Ramps have been installed to allow entry into the school via the Palmerston Road entrance and to allow for wheel chair access into the ground floor of the 2003 wing and 1960s wing. Ramps also allow for access into the school playground and (dining) hall. The 2003 wing contains a disabled toilet facility and doors that are wide enough for wheel chair access. There is no wheel chair access to upper stories including the I.C.T. suite.

The Practical Room, Hall and Dining Room are all on the ground floor. Emergency signage around the school is all in place. To ensure that disabled pupils may access written information, the Bursar and Caretaker facilitate the posting of signage and important notices at appropriate heights as needed. Notices in braille will be installed as required.

The current Reception classroom could be converted to serve as a form room for a class including a pupil with mobility disabilities (with Reception having to be moved to an upper floor and away from such Early Years statutory requirement for regular access to an external play/activity environment). The current Kindergarten classroom could likewise be converted although concerns would arise from the consequent placement of a class of 3 year olds on an upper story and again the statutory requirements for the Early Years Foundation stage. The only other ground floor facilities are the hall and practical room both of which are designed for dedicated and specialist use that could not be replicated easily within the site. It would be difficult to cater for more than two year groups with pupils who have a wheel chair based disability as there are no other ground floor classrooms available and no reasonable adjustment that would allow for upper floor classrooms to be used. There are currently no hearing loops installed within the school. Future structural upgrading as the possible construction of a new floor can take this into consideration.

In January 2017 the school completed the build of an additional storey with a mansard roof, on top of the existing 60's classroom teaching block. This created two extra teaching classrooms for the use of predominantly Art and Science teaching as well as a top floor unisex toilet. A new opening was created allowing access between the new classrooms and the main school building by creating a walkway through and into the Edwardian block. Access can now be gained via the Edwardian staircase as well as the 60's block staircase and also through the outside, central emergency staircase.

The provision of the 2 new classrooms has freed up the 'old' practical room which can be adapted if and when necessary as a base class for a pupil with a mobility disability with some minor works (£2,000) adding a small ramp to the outside door and widening the internal doorway by reducing the width of the doorframe. From this room and on the same level are the Rec2 classroom, the main hall for assembly & dining and a unisex accessible toilet. Disabled access to this classroom is from the rear playground via the ramps leading from Palmerston Road directly to the external entrance. Pupils with mobility disabilities in this context will be provided with a class assistant as arranged by Mrs Brown to work with them on practical projects if the remainder of the class are being taught on an inaccessible area in school; but the introduction and explanation of the project will be delivered in the ground floor classroom beforehand.

The SDP is reviewed regularly by the school governors and managed by Mr Nicholson and the members of the Senior Management Team. Professional advice concerning the options for substantive alterations to the school premises is derived from Peter Seeley, the school's surveyor and architect of the 2003 wing.

In 2014, the P.T.A. funded the purchase of portable tablet computers. These are put to good use making use of wireless networking technology as maintained by the school ICT technician. This would allow disabled pupils unable to access the ICT Suite to have full use of its facilities at an initial cost of £10,000.

## Education

Access will be provided through the following clauses of the school's special needs policy to allow pupils with special education needs to participate in the curriculum as led by Mrs Payne and Mrs McHardy in EYFS.

**1. Implementation of policy** – learning support pupils requiring extra support whether on the Special Needs register or not may currently receive this in one of the following ways.

- Attendance as part of a small group or an individual at regular timetabled sessions with Mrs Payne (at KS2 and with classroom assistants at KS1 and with Mrs McHardy in Early Years. It should be noted that this facility is provided also to extend the brightest pupils within a class, and to reinforce the attainment of the middle range pupils as well as to offer remedial support.
- To make use of formal streaming in English and mathematics from Year 3 at KS2. Whilst ensuring that all pupils receive a broad and balanced curriculum, to moderate tasks and expectations according to individual standards and if necessary to adapt homework assignments to the needs of the particular pupil.
- To allow for pupils with diagnosed special needs difficulties to attend specialist units.
- To co-operate with outside agencies such as the Dyslexia Institute in the formation and management of appropriate strategies for the child's difficulties.
- Pupils with EAL coming into Early Years join a structured phonetic course in language development whilst staff liaise with parents with advice about encouraging the use of English at home. The school has successfully integrated numbers of pupils with EAL in this manner and staff have attended appropriate training. More senior pupils may be withdrawn from mainstream English for specialist lessons and where appropriate will be provided with an I.E.P. following consultation with the SENCO.

**2. Implementation of policy – behavioural and emotional support** The school will seek to offer support in various ways:

- Liaison with parents.
- The implementation of a behavioural management plan as part of an I.E.P. using appropriate incentives and positives reinforcements (co-ordinated by Mrs McHardy, Mrs Anthony and Mrs Payne.)
- To provide for regular contact for the individual with the SENCO and/or a member of the Senior Management Team, but to avoid power seeking behaviours from receiving positive reinforcement.
- To co-operate with outside agencies such as E.Ps. in the formation and management of appropriate strategies for the child's difficulties.
- In consultation with parents to engage the services of a counsellor from Brentwood Children's Society

**3. Implementation of policy – medical support and increasing the extent to which disabled pupils can participate in the school's curriculum.** Mr Nicholson, Mrs Payne and Mrs McHardy will lead the school as it seeks to offer support in the following ways:

- To maintain a copy of all relevant medical matters in the special need files

- To provide medical support for pupils as outlined in the school's Health and Safety Policy Document.
- To ensure that all matters appertaining to medical or physical need as divulged by parents on admission joining papers are relayed to all staff concerned.
- The school recognises disability for medical reasons as a special need and will operate the following measures in conjunction with specialist advice sought and received and the contents of any Statements of Educational Needs or I.E.Ps. :
  - ❖ **Hearing Loss:** if pupils can lip read, they shall be placed in close proximity to the teacher who will ensure good eye contact. If necessary staff will make use of amplification devices wired into pupils' ear receivers. Staff will ensure that pupils have access to copies of notes provided in class. The school will seek to liaise with the L.E.A. for the provision of a suitably trained L.S.A. to support the pupils around the school.
  - ❖ **Sight loss:** arrangements will be made that as far as is possible pupils who are entirely blind are maintained in the same classroom to which they have easy access. The school will seek to liaise the L.E.A. for the provision of a suitably trained L.S.A. to support the pupils around the school or when using the lavatory.
  - ❖ **Immobility** (either permanent or transient): arrangements will be made that as far as is possible pupils who are immobile are maintained in the same ground floor classroom to which they have easy access. This would need to be either the current Reception or Kindergarten. Access to the Disabled Toilet will be easier from the current Reception classrooms. The school will seek to liaise with the L.E.A. to support the pupils around the school or when using the lavatory.
  - ❖ **Contenance:** arrangements will be made that as far as is possible pupils who are incontinent will be supported by the school. Where this is a diagnosed medical problem an IEP will be drawn up with both staff and parents in order to support the child. The school will seek to liaise with the L.E.A. to support the older pupil.
  - ❖ **Allergic reactions (e.g. to nuts):** Records are kept from disclosure on the school's medical forms received at the point of entry of pupils with allergies and are shared with the caterers. Staff have been trained in the application of epi pens which are kept for this purpose in school as provided by the parents.
  - ❖ **Asthma:** arrangements will be made that as far as is possible pupils are responsible for administering their own medication ie. Ventolin inhalers. It is the responsibility of all staff to ensure that pupils have their own medication when off site. Supporting medical statement is required and an awareness sheet completed.

- ❖ **Epilepsy:** arrangements will be made that as far as is possible pupils who suffer from Epilepsy will be supported by the school.
- ❖ **Diabetes:** arrangements will be made that as far as is possible pupils who suffer from diabetes will be supported by the school. The school will seek to liaise with the school nurse to draw up a care plan, which will form the basis of an IEP.
- ❖ The School will support as far as is possible any child who has a diagnosed medical condition, in order that they can access the curriculum.

In addition, differentiation within schemes of work provide for accessibility as follows:

- Due attention will be given to pupils with specific learning difficulties in consultation with the school special needs liaison staff and to the content of Individual Education Plans.
- In the event of hearing disability, measures will be taken to ensure that pupils are well positioned in the class and the use of mechanical hearing aids will be used in consultation with parents.
- Eye sight difficulty will be approached by the use of magnified text and/or brail if this is deemed necessary. Pupils will be provided with the opportunity to either record responses vocally or to have the service of a learning support assistant to act as a scribe.
- Arrangements will be made for physically disabled pupils with mobility problems to be taught on the ground floor as provided for in the whole school Disability Access Plan. This will be arranged with Maria Rosario and Gary Burwood in terms of movement of classroom furniture to facilitate.

### **Recreational Activities**

- Access to recreational activities will be provided as far as is compatible with each pupil's welfare, safety and physical constraints.
- Choir and orchestra: All classes take place in the ground floor hall. In school, concerts and recitals take place in the hall although certain performances (such as in the choir loft of a church) will depend on accessibility on site.
- Clubs such as Art, Imagineering are either provided in the ground floor Practical Room or can be so transferred if necessary.
- Instrumental tuition can be transferred to the Hall for particular pupils with mobility needs although with due deference to other timetabled uses of the room.
- Outings and residential trips are subject to risk assessment that should take account of disabled members of the prospective school party. Venues will be asked for their accessibility options for pupils with particular disabilities.
- Transportation will be provided as far as possible by the school mini buses making use of any disability badges to which individual pupils may be entitled. The mini buses are not modified for wheel chair access, however. If wheel chairs can be folded



and parents/carers consent in writing to pupils with mobility disabilities being carried by school minibus; and if there is agreement about how the pupil enters and exits the minibus, pupils can be so transported. Provision will be given for carers to travel also on day trips and where practical on residential trips (as long as they have been subject to a current enhanced CRB check) and/or parents/carers may transport their own child to the venue.

### **Sporting Education and Activities**

Access to sporting education and activities will be provided as far as is compatible with each pupil's welfare, safety and physical constraints.

The official sporting activities of the school include:

- Soccer
- Rugby
- Swimming
- Badminton
- Gymnastics
- Athletics
- Cricket

Whilst full participation in these activities may be subject to physical restrictions, adjustments can be made to provide for participation for example:

- Use of a ball fitted with a bell or other audible device to direct partially sighted pupils to its location.
- The use of a runner for pupils with mobility issues but who can bat or kick a ball.
- In gymnastics, the use of physical exercises that concentrates on the upper trunk rather than the legs for pupils with mobility issues.
- The use of a mentor or support assistance to work with the pupil during a specific activity.
- The use of novelty activities as well as standard track and field events to promote greater accessibility to competition.
- Working with local Special School (St John's Chigwell) towards providing fixtures for mixed teams of able and disabled participants and making use of their expertise on how to widen access more for disabled pupils to sporting opportunities at Loyola.
- To provide training for P.E. practitioners at school.

### **Welfare**

The welfare of pupils with disabilities will be managed by the following measures:

- Depending on the extent of the disability and the wishes of the parent/carer, to provide for the appointment of one member of staff as a mentor (or if the pupil has a S.E.N. to make use of the Learning Support Assistant in this role); one member of Rudiments (Year 6) and if age appropriate one member of the class. [Pupil Mentors may be appointed for limited periods – even on a weekly or daily basis – depending on the demands of the role].

- To be aware of the possibility that pupils with specific disabilities may be the subject of bullying or teasing and to encourage the disclosure of any instances by either the victim or onlookers. To include this within the bullying policy of the school and as part of the content of both the P.S.H.E. and R.E. curriculum.
- To promote awareness of disability and of those who overcome it through highlighting the achievements of for example paraplegic athletes and to seek other disabled role models within the humanities curriculum.
- To ensure that in its practices the school does not make disabled pupils subject to either negative or positive discrimination – but to treat them equally alongside all other pupils in accordance with the school mission statement:

Loyola Preparatory School will strive to instil recognition of the talents and achievements of all its members. It will seek to identify and develop a range of skills, techniques and abilities within its pupils which will serve the individual in future life, but will also be put to use as an expression of the Greater Glory of God, both in the personal development of the self and in service to others and the community.

#### **Awareness and Observance of the Policy**

Copies of this policy have been circulated to all staff and to the trustees and governors of the school. A copy also is provided on the school website for parents. A hard copy is available to parents on request.

In appendix to this policy, the school maintains an action plan with timescales, costings, personnel responsible and success criteria, which is reviewed by the SMT alongside the school development plan to measure progress.

P.G.M. Nicholson

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