

# Feltonfleet School

## Accessibility Policy 2009 - 2012

### Aims

As part of its general aims Feltonfleet acknowledges its duty towards pupils, staff, parents, Governors and members of the wider community who have a disability. Where pupils and prospective pupils are concerned, Feltonfleet acknowledges its non-discrimination and planning duty under SENDA 2001.

1. Feltonfleet is a selective school and admission to the school depends upon the prospective pupil meeting the criteria required to maintain and, where possible, improve the educational and general standards for its pupils.
2. The provision of a variety of activities to support and enrich the curriculum is a central part of Feltonfleet's philosophy.
3. The school asks parents to complete the registration forms and to disclose whether their child has a disability, special educational need or medical condition.
4. In assessing any pupil or prospective pupil the school may take such advice and receive such assessments as it deems appropriate. Subject to this, the school will be sensitive to any issues of confidentiality.
5. Where it is practicable to make reasonable adjustments based upon the information given and the advice received, to enable a prospective pupil to take up a place at Feltonfleet and to satisfy the admissions criteria outlined above, the school is committed to providing those reasonable adjustments.

6. Where it is agreed that additional services such as specialist teaching for dyslexia are required, parents will be charged for the service by the outside provider. The school will not be involved in those arrangements.

## **Background to the Accessibility Plan**

### **The school's layout and facilities**

1. Calvi House was opened in 1994 as the conversion of the ground floor of one building. The layout is compact but the entrance is via several steps.
2. The Main School has been on its present site since 1916 and covers a site of 20 or so acres. The main school building, at the top of a hill, houses the Headmaster's office, the administrative staff, dining facilities, the boarding house (on the first floor), dispensary, staff accommodation, the Performing Arts Centre and the Junior Department for Years 3 and 4. Pupils are required to move between floors and there is no lift access.
3. The library is accessed through the Main teaching block which has a wheelchair ramp.
4. The main classroom (Rowan and Centenary) blocks are situated at the bottom of the hill and is separate from the Main School building but connected by a short path. The ground floor classrooms may be accessed by a ramp but the rest of the classrooms are on two floors. There is no lift access. The Centenary Block contains a disabled lavatory.
5. The Rutherford Building, containing a Science laboratory and lecture room on the first floor with Design Technology and an ICT suite on the ground floor, is connected by a path to the Rowan Block. A staircase connects the two floors.

6. The Art Room, Sports Hall and Memorial Block (Music) are reached from the Rowan Block by a path. They can also be reached by a paved path, requiring a longer and steeper route and the negotiation of several individual steps. Access from the main building to the Art Room and Memorial Block directly involves going down a set of steps.
7. The Sports Hall has wide doors for ease of access and a lavatory for the disabled.
8. Some of the school's playing fields and the astroturf are easily accessible from the Rowan Block and the Sports Hall. Calvi field would require the ascent of the hill and crossing a road.
9. The main school building is a Grade II listed building and the whole site is in a green belt area. The site slopes steeply down from the main building.

Feltonfleet is not required to provide auxiliary aids and services or to make changes to their existing buildings. A pupil with restricted mobility is likely to be put at a disadvantage by these problems. A pupil with severely restricted mobility may be unable to access some or all of the educational and recreational facilities that the school offers.

Wherever practicable, the School will make reasonable adjustments to the timetable to allow children with restricted mobility to attend accessible parts of the school.

## **Accessibility Plan**

### **General**

1. The School will review this plan on an **annual** basis at the Academic Governors' sub-committee meeting to monitor and evaluate:
  - the effectiveness of action taken in the previous school year
  - relevant targets for the next school year
  - responses to any further legislative changes
  
2. The School will keep a record of all reasonable adjustments and it will be available to interested parties (see below).

### **Increasing the extent to which disabled pupils can participate in the school curriculum.**

As budgets allow

1. The School will provide appropriate and reasonable training to staff to support any pupil with a disability or with Special Educational Needs. Access will be provided to specialist help for that pupil where reasonable and practicable.
  
2. Where physical access to the site is difficult for a prospective pupil, the school recognises a need to be proactive in enabling such access. Accordingly, pupils with relevant disabilities will, where practicable, be:
  - placed in a registration group that is most convenient for physical access

- prioritised in the writing of the timetable with regard to accessible rooms and set allocations
3. To enable pupils with LDD to participate and achieve their potential, IEPs will be used, there will be extra individual classroom support from members of the Learning Support Department, and one-to-one support outside the classroom. Where necessary School Action + will be invoked.

### **Improving the physical environment of the school**

As budgets allow

1. The School will draw up an estimate for providing disabled access to all academic areas of the site to assist the prioritisation of expenditure over the next five years.
2. The School will annually undertake a fire safety risk assessment and update the School's fire evacuation plan.
3. The School will aim to make newly constructed buildings fully accessible to disabled pupils.
4. All conversions to existing areas of the School that sit outside the scope of the Acts in 3 above will be considered with regard to disabled access and every reasonable effort made to improve access within the scope of the work.
5. All new equipment purchased for teaching will be considered as to its suitability of use by pupils with disabilities, and every reasonable effort made to purchase equipment that meets the needs of such pupils in a better way than the existing equipment it replaces.

6. Appropriate lighting will be installed where computer use makes it necessary. The provision of other lighting around the campus will be reviewed to take into account the needs of disabled pupils.

### **Improving the delivery of information to disabled pupils**

As budgets allow

1. The School will arrange for documents to be provided to prospective parents who have a disability in forms that meet that need, if so requested and it is reasonable to do so.
2. Where practicable, the School will attempt to provide documents in large print format, on request.
3. The School will continue to provide INSET to staff to support them in better communication with pupils with LDD, Special Educational Needs or other disabilities.
4. Subject Leaders will be required as part of the Schemes of Work for their subjects to ensure that any notes or other printed material provided for the pupils will, where reasonable and practicable, be available in a form suitable for pupils with LDD, Special Educational Needs or other disabilities.
5. The School will also plan to invest in classroom technology to support the provision of clear images and text.

## **Provision for Staff Disability**

1. Information concerning disability is included in the application form. This would lead to a discussion of the actions necessary should the candidate be appointed.
2. Following appointment, the needs of the disabled member of staff will be discussed on a regular basis.
3. Where necessary, support staff time can be made available, relevant to the disabled member of staff's needs.
4. Timetable adjustments may be made to reflect the needs of disabled members of staff.
5. Within financial constraints, the School will aim to make adjustments to the premises to reflect those needs.
6. The Headmaster and the Board of Governors will take positive action against any employee's harassment of another employee either on grounds of disability or any other grounds recognised by the law. All employees have a duty to report instances of harassment to the Headmaster ( or in the case of harassment by the Headmaster, to the Chair of Governors).

## **Temporarily Disabled**

1. Needs will be discussed with disabled person, matron, parents.
2. Necessary information passed to all relevant personnel so that temporary adaptations of routine, location and procedure can be made.

## **Recreation and Sport**

1. Difficulties of access have already been discussed to the various extra-curricular and sporting activities.
2. The School, in discussion with parents and the pupil involved, will continue to ensure that all adjustments possible in line with common sense and practical application will be made for particular disability.

## **Welfare**

1. Welfare difficulties arising from issues surrounding disability – bullying, non-integration, complaints and so on – are dealt with by existing school systems, such as the Anti-bullying Policy and the Behaviour Policy .
2. The school's pastoral care system is already in place to monitor the welfare of all pupils.
3. The Deputy Head would take a leading role in overseeing the welfare issues of any disabled pupils.

## **Deputy Head**

**March 2012**

**Next Review: March 2013**

Linked Policies:

Equal Opportunities Policy

LDD Policy

Anti-Bullying policy

Behaviour Policy

Where individuals really matter