

Accessibility Policy (ISI 17b)

This Policy covers EYFS

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Associated Policies:

- [Anti-Bullying policy](#)
- [Behaviour Policy](#)
- [Child Protection & Safeguarding Policy](#)
- [Equal Opportunities Policy](#)
- [SEND Policy](#)

Reviewed by: Bursar
Applicable to: Estate Staff
Teaching Staff

Reviewed: September 2019



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 and the entrance is via a ramp.
2. In September 2019, the Year 2 cohort from Pre-Prep moved into a newly refurbished building (formerly the Head's House) housing two new classrooms, a break-out room, a Music Room and a cloakroom. Additional access has been provided by means of a lift and a ramp.
3. The Main School has been on its present site since 1916 and covers a site of some 25 acres. The main school building, at the top of a hill, houses the Headmistress's office, the administrative staff, dining facilities, kitchens, the Ashbee Centre and the Lower School Department for Years 3 and 4. There are two disabled toilets in the Lower School Department and one disabled toilet in the Ashbee Centre. There is a lift in the Lower School Department, where pupils are required to move between floors.
4. On the first floor of the main school building is the boarding house, dispensary and staff accommodation, which are accessed by the main staircase.
5. The library is a stand-alone facility which has a wheelchair ramp.
6. The main classroom (Rowan and Centenary) blocks are situated at the bottom of the hill and are separate from the main school building but connected by a short corridor. The ground floor classrooms may be accessed by a ramp but the rest of the classrooms are on the first floors. There is no lift access. The Centenary Block contains a disabled lavatory.
7. The Rutherford Building, containing Science laboratories and Design Technology, is connected by a path to the Rowan Block. A staircase connects the two floors.
8. The Art Room, Sports Hall and Memorial Block (Music) are reached from the Rowan Block by a path or from the terrace via a ramp
9. The Sports Hall has wide doors for ease of access and a lavatory for the disabled.
10. Some of the School's playing fields and the hard yard are easily accessible from the Rowan Block and the Sports Hall. Calvi and the Astro pitch would require the ascent of the hill and crossing a road.
11. 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.
12. There is a disabled parking bay behind the Ashbee Centre with a ramp access into the Ashbee Centre, as well as a disabled parking bay at the front of the Ashbee Centre.

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 following plan covers the three year period September 2017 to August 2020.
2. The School will review this plan on an **annual** basis at the Governors' Education Committee meeting to monitor and evaluate:
 - The effectiveness of action taken in the previous school year;
 - That the targets are still relevant;
 - Consider responses to any further legislative changes.
3. The School will keep a record of all reasonable adjustments, which will be available to interested parties.

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

Target	Strategies	Responsibility
To support any pupil with a disability or with Special Educational Needs.	Appropriate training to Staff.	Learning Enrichment
	Access to specialist help where reasonable and practicable.	Learning Enrichment
To enable access to the site, as required by the curriculum.	Placed in a registration group most convenient for physical access.	Asst. Head, (Teaching & Learning)
	Prioritised in the timetable to the most accessible rooms.	Asst. Head, (Teaching & Learning)
To enable pupils with LDD to participate and achieve their potential.	Individual Support Plans (ISPs) to be created.	Learning Enrichment
	Extra classroom support.	LE Department
	One to one support outside the classroom.	Learning Enrichment

Improving the physical environment of the school

Target	Action	Timing	Resp
All new buildings to include disabled toilet facilities, access ramps and lift between floors.	The Development Plan for the School has included greater accessibility between floors and buildings; all new build facilities will have appropriate designs in place.	Planning Permission achieved November 2018	Bursar
All outside pathways to be wheelchair accessible.	As part of the planning application noted above, landscaping work has been proposed so that steps around the site are removed & replaced with either ramps or gentle gradient slopes.	2020	Bursar
Refurbishment of Rutherford Building to include wheelchair-friendly access ramp to entrance. Investigate the future possibility of a chair lift to first floor.		2020	Bursar
All refurbishments to existing areas of the School will be considered with a view to improving access within the scope of the planned works.		Ongoing	Bursar
All new teaching equipment to be considered for suitability of use by pupils with disabilities.		Ongoing	Learning Enrichment & Asst Head (Teaching & Learning)
Annual fire safety risk assessment to take into account pupils/ staff/ visitors with disabilities.		Annual	Bursar

Improving the delivery of information to disabled pupils

Target	Timing	Responsibility
Where requested by prospective parents who have a disability, the school will provide documents in a form suitable to meet that need, where possible.	Ongoing	Bursar / Admin
Where requested, the school will provide documents in large print format.	Ongoing	Bursar / Admin
INSET to enable Staff to better communicate with pupils with LDD, Special Educational Needs or other disabilities.	Ongoing	Learning Enrichment / Asst Head (Teaching & Learning)
Subject Leaders will be required as part of the Schemes of Work for their subjects to ensure that any printed material is provided in a form suitable for pupils with LDD, Special Educational Needs or other disabilities.	Ongoing	CLT
New classroom technology to support the provision of clear images and text.	Completed	Asst Head (IT)

Provision for Staff Disability

1. Information concerning disability should be 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 and reviewed on a regular basis.
3. Where necessary, support staff time can be made available, relevant to the disabled member of staff's needs.
4. The Headmistress 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 Headmistress (or in the case of harassment by the Headmistress, to the Chair of Governors).

Temporarily Disabled

Needs will be discussed with disabled person, matron and parents. Matron will draw up an information sheet and a friend will be allocated to the pupil. Necessary information passed to all relevant personnel so that temporary adaptations of routine, location and procedure can be made.

Recreation and Sport

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 to take a leading role in overseeing the welfare issues of any disabled pupils.

Jason McKinlay
Bursar