

Accessibility Policy and Reasonable Adjustments Plan

SEPTEMBER 2018



This is a whole school policy and applies to EYFS

What is a disability?

A pupil has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The term 'mental impairment' is intended to cover a wide range of impairments relating to mental functioning, including what are known as learning difficulties.

Raphael Independent School is committed to:

- a) Protect from discrimination current and prospective pupils who are disabled, ensuring that a disabled or prospective pupil is not treated less favourably, for a reason related to their disability, than a pupil to whom that reason doesn't apply, without justification.
- b) Ensure that reasonable adjustments to admission arrangements are made to ensure that prospective disabled pupils are not placed at a substantial disadvantage in comparison with non-disabled pupils, without justification for doing so.
- c) Provide such services or equipment as may be required by disabled pupils in order to access fully, the school's curricular, and extra-curricular activities, and day-to-day school life, whilst taking into account:
 - a. The financial resources available and the costs of taking such steps
 - b. The health and safety requirements
 - c. The interests of the other pupils
- d) Make reasonable adjustments to ensure that disabled pupils are not disadvantaged: adjustments include:
 - Amend the time permitted to complete entry tests and provide entry test papers in large print form, on-line, a reader or scribe for the tests, rest periods if needed, and individual invigilation.
 - Including disability awareness training within the staff training.
 - Ensuring that information is delivered to disabled pupils in appropriate form.

Disability Access Plan

Raphael has a duty of planning accessibility for disabled pupils or prospective disabled pupils in terms of:

- Access to the physical environment
- Access to the curriculum
- Access to information

Access to the Physical Environment

The school has:

- a) Ensured that disabled pupils can access the school playground without using a kerb or step, via the Malvern Road entrance.
- b) Ensured that disabled pupils can access the ICT and Science rooms and equipment, the lunch hall, and the cloakroom facilities
- c) Installed a hearing loop reception area – establish where in the reception area
- d) Made available a portable hearing loop – where?

The school intends to:

- a) Construct a disabled toilet cubicle for boys and girls separately, when the cloakroom refurbishments are carried out.
- b) If access is required by wheelchair the lessons/examinations can be efficiently timetabled in ground floor classrooms
- c) Provide assistance in opening the self-closing internal fire doors, for disabled pupils
- d) Enlarge internal doorways when building works are carried out

Access to the Curriculum

The school has:

- a) Ensured that disabled pupils can participate fully in the academic curriculum of the school, including practical activities such as drama and music.
- b) Ensured full access to public examinations such as SAT's and GCSE's through providing modified papers, rest periods, individual invigilation and arranging access arrangements.
- c) Provided staff with SEN information and guidance about making the curriculum accessible to pupils with learning needs.

The school intends to:

- Procure appropriate off-site facilities for PE where necessary for disabled pupils and non-disabled pupils.
- Procure any relevant ICT resources which can enhance the learning experience for disabled pupils and non-disabled pupils.
- Adjust the curriculum demands for SEND pupils, where required, in consultation with the pupil, parents/carers and staff (for example, a reduction in the length of the school day for a pupil suffering from ME).

Access Arrangement

Access arrangement allow candidates with learning difficulties or disabilities to access the assessment without changing the demand, of the assessment.

Reasonable Adjustment

The Equality Act 2010 require reasonable adjustment, to be made where a disabled person would be at a substantial, disadvantage in undertaking an assessment.

A Reasonable Adjustment may be unique to that individual.

Access arrangements are in place to ensure that barrier to assessments are removed for a disable candidate preventing him/her from being placed a substantial disadvantage as a consequence of persistent and significant difficulties.

Access to Information

The school has:

- Provided important pupil information such as time-tables, school routines, in large print form and in ICT form.

The school intends to:

- Provide all such information in alternative forms, as may be required by SEND pupils and/or their parents.

This policy and plan:

- Must be made available in the school office for any parent or prospective parent who asks to see it
Be monitored by the Board of Directors
- Be resourced and implemented by staff as directed by the Board of Directors.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the physical environment for pupils with a disability	<p>The school:</p> <p>Ensured that disabled pupils can access the school playground without using a kerb or step, via the Clifton and Malvern Road entrance.</p> <p>Ensured that disabled pupils can access the ICT and Science rooms and equipment, the lunch hall, and the cloakroom facilities</p>	Long term objective - annual	<p>The school intends to:</p> <p>Construct a disabled toilet cubicle for boys and girls separately, when the cloakroom refurbishments are carried out.</p> <p>If access is required by wheelchair the lessons/examinations can be efficiently timetabled in ground floor classrooms – HOW WOULD SENIOR PUPILS ACCESS ENGLISH, MATHS AND HUMANITIES CURRENTLY IN UPSTAIRS ROOMS?</p>	Director responsible for premises & HT	<p>TBC BY DIRECTORS</p> <p>TBC BY DIRECTORS</p>	<p>Disabled toilet cubicle in place</p> <p>TO BE CONFIRMED BY DIRECTORS</p>

			<p>Provide assistance in opening the self-closing internal fire doors, for disabled pupils</p> <p>Enlarge internal doorways when building works are carried out</p>		<p>N/A</p> <p>TBC BY DIRECTORS</p>	<p>SUPPORT GIVEN IMMEDIATELY BY STAFF OR PUPIL</p> <p>TO BE CONFIRMED BY DIRECTORS</p>
<p>Increase access to the curriculum for pupils with a disability</p>	<p>The school has: Ensured that disabled pupils can participate fully in the academic curriculum of the school, including practical activities such as drama and music.</p> <p>Ensured full access to public examinations such as SAT's and GCSE's through providing modified papers, rest periods, individual invigilation and arranging access arrangements.</p> <p>Provided staff with SEN information and guidance about making the curriculum accessible to pupils with learning needs.</p>	<p>Medium to Short term</p> <p>Short term</p> <p>Short term</p>	<p>The school intends to: Procure appropriate off-site facilities for PE where necessary for disabled pupils and non-disabled pupils.</p> <p>Procure any relevant ICT resources which can enhance the learning experience for disabled pupils and non-disabled pupils.</p> <p>Adjust the curriculum demands for SEND pupils, where required, in consultation with the pupil, parents/carers and staff (for example, a reduction in the length of the school day for a pupil suffering from ME</p>	<p>Director for Teaching, Learning & Assessment, HT & SENCO</p> <p>As above</p> <p>As above</p>	<p>TBC BY DIRECTORS</p> <p>TBC BY DIRECTORS</p>	<p>Appropriate off site inclusive PE facilities available to all pupils</p> <p>Inclusive ICT devices and resources available for all pupils</p>
<p>Improve the delivery of</p>	<p>The school has:</p>		<p>The school intends to:</p>	<p>The director for</p>		

<p>information to pupils with a disability</p>	<p>Installed a hearing loop reception area</p> <p>Made available a portable hearing loop – where?</p> <p>Provided important pupil information such as time-tables, school routines, in large print form and in ICT form.</p>		<p>Provide all such information in alternative forms, as may be required by SEND pupils and/or their parents.</p>	<p>Safeguarding , Welfare, Health & Safety & HT</p>		
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Directors.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessment policy
- Health and Safety policy
- Equality & Diversity Policy
- Special Educational Needs Policy
- First Aid Policy

Version control	
Implementation date	September 2018
Signed off by	
Review date	September 2021

Appendix 1: Accessibility audit

The table below is an audit of the school's physical environment. It should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				

