

AMDG



Donhead Preparatory School

SENDA Accessibility Plan

Period covered by this plan: September 2019-2022

Definition

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably;
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education;
- To plan to increase access to education to disabled pupils.

This plan sets out the proposals of the Governing Body of Donhead to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the school, and
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The Priorities for Development are below.

The DDA defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.' Physical or mental impairment includes sensory impairments and hidden impairments. In the DDA, 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The definition of SEND includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and needs special educational provision to be made for them to be able to access the education which is available locally.

Our vision and values

Reviewed Michaelmas 2020; Next Review Michaelmas 2021 (P&C Committee)

Donhead is committed to providing the best quality provision for disabled pupils and adult members of the wider community. We want to ensure that all children have full and equal access to the curriculum that prepares them for life beyond school. The same commitment applies to the extended curriculum beyond the school classroom. The school will work to remove barriers in every area of the life of the school and this will be part of the school's wider commitment to equal opportunities.

It is our intention to involve all staff in the development of the plan. We hope that all parties will feel a sense of ownership of the plan. The next three years will provide an opportunity to remind staff of the three key duties towards disabled pupils and their responsibility to remove barriers to learning for disabled pupils.

Pupil data and school audit

Donhead is an independent Jesuit school which occupies an old country house and grounds in the outskirts of Wimbledon. The grounds are pleasant, and include two large artificial grass areas for sports, and two smaller areas for younger boys to play.

The school enjoys a good reputation locally for the quality of SEND provision. All the classes are small, with maximum class sizes set at 22 pupils¹, and all the classes from Reception to Year 6 have trained Teaching Assistant support throughout the day. The school employs a SENDCO who also benefits from a SEN assistant 4 days per week.

The school has a Lay Chaplain, and the school has regular times of worship either at school, in the chapel of the local Jesuit secondary school or in the local Parish church.

All staff receive annual updates to their Safeguarding training for child protection.

The school offers excellent before-school and after-school facilities, including Breakfast Club, Homework Club and a wide range of lunchtime and after-school clubs and sports. There are many off-site visits and opportunities to play sport at the school's sports ground and to participate in fixtures with a wide range of other schools.

The school gathers data on disabled pupils upon entry to school, and then annually at the start of each academic year, and their attainment levels. Students with disabilities are placed on the SEND Support List. Students with medical condition have their Individual Health Care Plans written. The school works closely with outside professionals and organisations supporting students with disabilities.

The school SENDCO visits all students joining our Reception classes in their current nursery setting/childminder/home to ensure the best transition and plan for the year ahead. All previous educational settings are contacted to provide students' reports and complete a form, including information about SEND.

Risk Assessments are completed for individual students with mobility issues/ disabilities for school and outings. For outings, higher adult to student ratio is ensured.

All staff are made aware of student with disabilities, to ensure that their safety in lessons and around the school, including break, lunch times and outings. School is clearly sign posted, rules supported with pictures and visual timetables are widely used to support students with SEND. To ensure effective communication between the school and home, there are school – home diaries used for individual students.

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

The school has many priorities over the next three years, which will be reviewed to ensure that all pupils are equally able to participate and have equal access to the curriculum and to the school premises.

- By creating and converting texts and information in alternative formats. Where practicable, the school will provide documents in large print format upon request.
- Pupils have access to a flexible homework structure, allowing for demands at a different level to their peers
- Pupils have access to all taught lessons using whichever differentiation is appropriate to their needs
- All new staff have induction discussions about how to support pupils with learning needs
- Access to specialist help will be provided for any pupil, where reasonable and practical
- To enable safe arrival and departure from school, later/earlier times are used
- The school uses reasonable adjustments when supporting students with SEND.
- The school works closely with a number of outside practices and professionals, such as, Occupational Therapists, Speech and Language Therapists, Specialist Teachers at additional cost to the parents. The school offer a suitable work space to enable students to receive additional provision as part of their normal school day.
- There is a Risk Assessment for that space reviewed regularly.
- All students are educated about disabilities and inclusion as part of the Jesuit Ethos (Jesuit Pupil Profile), PSHEE Program and school assemblies.
- All students are fully included in all aspects of the curriculum and school life.
- Information about students SEND is kept centrally and shared with all staff in the form of a Class Profile, that includes key students, brief descriptions of their needs and strategies to support.
- School Support and Watch Lists are saved on the shared area accessible to all staff and updated regularly.
- TAs' timetables are managed by the SENDCo to ensure that the key students are supported across the school day.
- Teachers are put in contact with professionals working with individual students, to enable regular communication, information and skills transfer.
- When appropriate and possible, Form Teachers are invited to the review/ meetings for key students.
- There are transition meetings in place at the end of every year for each class to ensure transfer of information for key students.
- SENDCo meets with all Form Teachers to review Support and Watch Lists once a term. If a meeting is not possible, teacher must complete the required document for each class.
- There is a clear and robust 'Raising a Concern' process in place to enable early identification.
- There is a range of support aids available, including, wobbly cushions, fidgets, exercise balls, pencil grips, which can be requested by the Form Teacher directly form the SENDCo. The Stock is taken and replenished annually and/or as necessary.
- The school puts appropriate Exam Access Arrangements (EAA) in place, as per JCQ guidance, to enable student to access curriculum and assessments and to establish the best normal way of working in class and assessments. The SENDCo and Specialist Teacher hold recognised qualification for EAA assessments.
- Students toilets in the Reception/LP1 block have been refurbished and adapted for the use of younger children.
- There are two disabled toilets in the main building located on the ground floor. If necessary, students are assisted when using toilets.
- Teachers have clear seating arrangements for their classes and take into their consideration adaptations for individual students, such as, sitting away from distractions, close to the front, facing forward, etc.
- The furniture and desks are arranged in a way that a student with disabilities can move easily and safely around the classroom. During lesson transition, students with disabilities walk/ move usually at the front/ back to enable

closer supervision/ Other students help with opening and holding the doors.

Where physical access to the site is difficult for a prospective pupil, the school recognizes a need to be proactive in enabling such access. Accordingly, pupils with relevant disabilities will, where practical, be:

- Placed in a classroom that is most convenient for physical access
 - Prioritized in the writing of the timetable with regards to accessible rooms and set allocations
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- When new equipment is purchased, every reasonable effort will be made to purchase equipment that meets the needs of pupils with disabilities in a better way than the existing equipment it replaces
 - The school SENDCO provides regular INSET to teachers and teaching assistants to support them in better communication with pupils with LDD, special educational needs or other disabilities

Key people who will be involved in these developments:

- The Senior Leadership Team to oversee the review and delivery of the curriculum
- The SENDCO ensures that the needs of children with special needs are being met within existing schemes of work
- Subject leaders monitor changes to schemes of work and develop the quality of teaching and learning in subject areas

Provision for Staff Disabilities

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. The application process takes into consideration prospective candidates' disabilities.
3. If necessary, additional support staff will be employed to enable the member of staff to fulfil his or her responsibilities.
4. Timetable adjustments may be made to reflect the needs of disabled members of staff.
5. In the event of a current member of staff in need of disabled facilities, the school will do everything reasonable to allow the member of staff to continue in their current role or find suitable alternative employment for them.
6. Within financial constraints, the School will aim to make adjustments to the premises to reflect those needs.
7. 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 Chairman of Governors).

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 & Sanctions Policy.
2. The school's pastoral care system is already in place to monitor the welfare of all pupils.
3. The Assistant Headteacher (Pastoral Care) would take a leading role in overseeing the welfare issues of any disabled pupils.

Management, coordination and implementation.

The Governing Body is ultimately responsible for the implementation of this plan and reviewing it regularly by means of

Reviewed Michaelmas 2020; Next Review Michaelmas 2021 (P&C Committee)

reports from the Headmaster. Curriculum issues will be reviewed. by the Governors' Curriculum Committee and asset management will be the responsibility of the Finance Committee. The school has regard to the need to allocate adequate resources for implementing the plan. The Chairs of each Committee will report back to the termly meeting of the full Governing Body.

The management and monitoring of this plan must fit in with existing line-management and school development planning systems:

- The needs of individual pupils are reviewed at least termly, according to need.
- The plan is drawn up after the school has considered the pupils' disabilities and any preferences expressed by them and their parents.
- The Headmaster will report to the appropriate Governors' Committees.
- The plan will be reviewed in June each year as part of the Annual School Self Review for progress to shape the School Development Plan.

Right of Appeal

If any individual is not satisfied with the content of this plan, they have the right to appeal to the Governing Body. Any such appeal must be made in writing and include a statement specifying any perceived failures.

Actions Completed

The following actions have been completed:

1. A new minibus was purchased with disabled access to the rear in January 2017.
2. The completion of the St Nicholas Owen Building in September 2016 provided disabled access to all areas of the school.
3. A ramp is now installed to access the minibus car park area.

Future Development

1. Install a ramp by the LP1 and LP2 Classrooms.

Covid-19 specific

National legal framework and policies

- The school implemented protective measures against Covid- 19 as per the public health information and government advice with the staff, parents and Governing Body involved throughout the process.
- The school has a clear plan to prevent and respond to potential infection with persons with disabilities at the centre.
- Part of the Children and Families Act 2014 remains, despite a significant impact of the Covid-19 on the extent to which local authorities and other public bodies can carry out their statutory responsibilities, including supporting children in the same way.

Governance and finance:

- Additional budget had been assigned to meet the above requirements whilst ensuring delivery of inclusive education

School staff:

- Safeguarding training updated as per Covid- 19, is compulsory to all staff
- There is an increased awareness of Mental Health Issues related to/ stemming from Covid- 19 for parents, students and staff
- Provision of laptops for staff to enable/ facilitate delivery of remote learning

Increased risk of contracting Covid-19 or developing more severe health conditions and dying by persons with disabilities

- Staff and parents had an opportunity to share their views about Covid- 19 through a survey about their views about Covid-19
- PPE is provided to staff
- Daily temperature checks of all staff, students and visitors
- There are multiple sanitising facilities around the school
- Students are reminded about the new hygiene arrangements throughout the day

School and the wider community:

- Arrival to school – staggered and parents not allowed on site. Staff on duties to ensure swift and safe entry, temperature checks and appropriate cleaning of hands.
- There is a comprehensive Risk Assessment for Covid-19 written by the Headmaster and updated regularly as per the government guidance
- There are clear signs displayed on the floor and walls
- Students/ staff with restricted movement are permitted to use shorter routes during of peak times
- There are limited school outings planned for this y year
- The visitors for the school are limited, arranged to after school hours or in a separate space to minimise risk of transmission.
- Majority of meetings with staff, parents, professionals took part via Zoom.
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- The school permits access to specialist interventions by outside professionals to students with EHCPs and with identified SEND.
- Outside professionals are working in a separate building, The Library, that is located in the grounds. Separate and additional Risk Assessment had been completed by the SENDCo.

Opening of the school and remote learning

- In case of closure, the school provides continued education via Microsoft Teams, Zoom and resources sent home, as deemed appropriate by the Headmaster. Timetables were reviewed to reflect main areas of learning and so not to impose unnecessary pressure on students and family life
- Lessons and sessions delivered remotely were inclusive, with additional adults supporting in lessons to enable access. The school maintained delivery of core subjects, English and Maths, sets. Some sessions were recorded to enable students to access learning at times different to their timetable, and to ensure students with SEND had opportunities for breaks when needed.
- Assessments were still offered by the outcomes were used mainly to inform planning
- Staff were provided with laptops to enable them delivery of lessons remotely.
- Headmaster maintains regular communications with parents regarding the remote learning and risk assessment for the times when the school is open to students and staff.
- The school remained open to vulnerable students (EHCP, Key Workers)

- Staff are aware of the potential impacts that go beyond learning
- Specialist sessions continued remotely
- There is a clear plan in place to ensure inclusive return to school for students and staff

Use of equipment:

- Specialist equipment, PE and school equipment may only be used by one bubble and sanitised in between.
- Students who use laptops/iPads may not share these and ensure that these are thoroughly cleaned before these are brought to school. IT support is limited.
- There are restrictions to small group work.