

# DEVONSHIRE HOUSE PREP SCHOOL



## Disability Equality Scheme and Accessibility Plan 2009-2012

For the purpose of this plan disability is defined as any circumstance which means that a student is unable to access the full curriculum and/or restricts a student's ability to take part in normal day to day school activities.

Devonshire House is committed to Equal Opportunities irrespective of race, colour, creed or impairment.

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## **Introduction**

*This policy should be read in conjunction with our EQUAL OPPORTUNITIES, SEN AND EARLY YEARS POLICIES.*

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

- ❑ not to treat disabled pupils less favourably for a reason related to their disability;
- ❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❑ to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the School 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 curriculum;
- ❑ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ❑ improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The school's accessibility plan will be resourced, implemented, reviewed and revised as necessary. Action plans showing how we will address the priorities identified in the plan follow.

## Vision and Values

Devonshire House Preparatory School has high ambitions for all of its pupils and expects them to participate and achieve in every aspect of school life.

We are committed to equal opportunities and inclusion for all members of the school community. The school aims to:

- set suitable learning challenges;
- respond to pupils' diverse needs;
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

We welcome all pupils and staff, irrespective of race, colour, creed or impairment. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability. This is reflected in our admissions policy.

## Definition of disability

All pupils who are defined by the DDA as being disabled have, under the disability discrimination planning duties, an entitlement of accessibility to our school. We therefore have a general duty to improve the accessibility of our school for disabled pupils.

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'** (*see definition below of normal day-to-day activities*).

Physical or mental impairment includes sensory impairments and also 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 is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

## Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

## Disability and special educational needs

Many children who have SEN will also be defined as having a disability under the DDA. It is likely that many of the pupils who have SEN and a statement or who are at *School Action Plus* will count as disabled. However, not all children who are defined as disabled will have SEN.

For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

## Possible overlap of SEN and DDA disability definition for children and young people

Special Educational Needs	Both SEN + Disabled	Disabled
Mild dyslexia	Motor Impairment (long term)	Asthma
Emotional Behavioural Difficulties (EBD - social factors)	Learning difficulties	Diabetes
Mild Dyspraxia	Hearing impairment / Deaf	Cancer recovery
Minor speech impairment	Visual Impairment/Blind	Mental health issues
Mild Learning difficulties	Incontinence	Disfigurement
	Significant Dyslexia	Eating disorder
	Epilepsy	Lack of limbs
	Non-verbal	Sickle Cell Anaemia
	ADHD	Gross Obesity
	Autism	Very Short Stature
	EBD (factors other than social e.g. medical conditions/mental health)	

## **Information about the School**

*Devonshire House Preparatory School is a co-educational Independent Prep School. The school is housed in four building on two sites, catering for boys and girls from 2-13. The School is selective and most of the children are of above average ability but some have special educational needs. We have one pupils with a Statement of Special Educational Need (post leukaemia with some physical handicap), 4 pupils on School Action Plus and a further 9 on School Action of the SEN Register.*

Disabled pupils currently in school have the following needs:

- Attention Deficit and Hyperactivity Disorder (ADHD);
- Diabetes;
- Hearing impaired
- Laptop users after recommendation by Educational Psychologist
- Occupational Physiotherapy needs
- Specific Learning Difficulties (Spld – including Dyslexia and Dyspraxia);
- Speech Language and Communication Needs (SLCN);
- Low immune system (post leukaemia)

Currently all pupils in school are mobile.

### **The school's strengths and weaknesses in working with disabled pupils**

All staff have experience of working with a wide range of disabled pupils. Training is provided through a cycle of staff INSET to raise awareness of needs and also of strategies for effective classroom practice in meeting needs.

Every teacher contributes to the development of IEPs. These contain information on each pupil with special needs/disabilities and outline their strengths, difficulties and strategies for supporting them in the classroom. A support pack with advice from SENCo on strategies for dealing with children with IEPs is given to all staff. It also contains further information and guidance on a range of needs (ASD, ADHD, SpLD etc) and gives ideas of how best to support pupils with these needs. This information is updated annually and issued to staff at the beginning of the school year. In addition, updated information is issued to staff as appropriate, following Annual Reviews.

The Director of Studies is the named teacher responsible for the access arrangements and is the coordinator for liaison with a range of Outside Agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These agencies include:

- Learning Support;
- Speech and Language Therapy Service;
- Occupational Therapy / Physiotherapy Service;

For Junior School pupils the Junior School Deputy Head organises the day to day contact with the agencies. The Director of Studies will liaise with staff from other schools where children with additional needs transfer to us and ensures close liaison with parents and staff to ensure that all relevant information is passed on and any appropriate adjustments and preparations can be made for the pupil.

All disabled pupils follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits. Disability awareness is actively encouraged through PSHE and Assemblies.

*Subject Coordinators have an effective bank of resources to ensure that all work is appropriately differentiated and accessible to all pupils. However, further work is planned in this area through training and INSET.*

The physical layout of the school presents some difficulties for non-mobile pupils. In particular it may not be possible for them to access the first or second floors in the main building, but where necessary, the timetable can be adjusted to provide a ground floor room. Portable ramps to allow wheel chair access as required are available. There are also disabled toilet facilities at No 2 Arkwright Road.

**Devonshire house Preparatory School  
Accessibility Plan**

**Strand 1: Improving the experience of disabled pupils joining the School**

Task	Actions	Responsible	Timescale	Monitoring	Outcomes
Information obtained from parents	New information gathering form in place	KB	April 09	SA	Improved information from parents.
New Information Form for 2010 intake including declaration that child has not had an assessment by EP or other specialist	Review efficacy of forms for 2009 intake and update them	KB with IW PS and AL	September 09	IW	Further improved information on Physical, Learning and other Special Needs from parents
Information passed to School Nurse, Deputy heads, Director of Studies as necessary.	Information passed to relevant member of Senior management or Welfare staff	KB	June 2009	SA	Improved information for key staff
Meetings between parents of children with disabilities and key staff held	Set up and minute meetings, distribute minutes to key staff including form and subject teachers.	RV, CD and IW	July 2009	IW	Improved information for key staff and from and subject staff, allay parental concerns
Plans for individual children drawn up including special programme for first day	Disability IEPs in place for relevant pupils	AL, PS and IW	Sept 2009	SA	Improved introduction to School for pupils. More parental involvement
First day programme in place	First day programme implemented	RV, CD and IW	9 <sup>th</sup> September 2009	IW	Improve experience for individual children and allay anxiety
First day feedback given to parents	Parents spoken to	RV, CD and IW	9 <sup>th</sup> September 2009	IW	Parental anxiety allayed and next steps planned.

This programme is to be reviewed by Half term October 2009.

**Strand 2: Increasing the extent to which disabled pupils can participate in the school curriculum**

Task	Actions	Responsible	Timescale	Monitoring	Outcomes
Staff training on differentiation and Special Educational needs	INSET organised	IW	Sept 09	SA	Raising staff awareness
Dyslexia friendly mind mapping software purchased and implemented across the curriculum	Purchase Tony Buzan mind mapping software, demo to staff and give training	SA, IW and JM	Oct 09/Jan 2010	SA	Better provision for all pupils and specifically those with dyslexic type difficulties.
A phased review of policies to include disability access	HoDs and SMT	SA	April 2010	SA	Improved disability access to the curriculum
Improve initial evaluation of individual children's needs	New policy to be written and implemented	CL, CD and IW	Sept 2009	IW	Improved evaluation of faster referral to agencies
Improve information to all teaching staff of individual children's needs	Summative assessment records passed to staff	IW	Sept 2009	SA	Improved awareness of individual children's needs.
Improve specific action for children in need	Action plans /IEPs written for those in need	AL PS	Oct 2009	IW	Improve provision for individual children
Improve extra curricular provision for those with disabilities	Audit the take up of activities by those with disabilities and discuss if this can be improved. Discuss with parents.	SA, CD, RV, IW	October 2009	IW	Increased number of children benefitting for extra curricular activities.

The effectiveness of the above to be reviewed in April 2009 at which point the Summer examination programme will be planned taking into account the needs of individual children.

**Strand 3: Improving the physical environment:**

Task	Actions	Responsible	Timescale	Monitoring	Outcomes
Audit of the School physical environment to assess possibility of improving disabled access	School audit	RV	December 2009	SA	A careful audit of how access to the School facilities can be improved for those with physical disabilities.
Assessment of the audit	Audit to be evaluated and a further action plan put in place	SA MWL	April 2010	MWL	An action plan for improving access.
Should the plan identify changes to the environment for which planning consent is required then this will be applied for	Apply for planning consent	MWL	May 2010	MWL	Planning consent granted
Building work planned	Plan building work to improve environment for those with physical disabilities	SA MWL	June 2010	SA	Plan of summer works proposed and agreed.
Resources purchased	Resources purchased to improve environment for those with physical disabilities	SA	July 2010	SA	New resources in place

This will be reviewed in July 2010 and the next steps for 2011 and 2012 agreed upon then.

### **Information Access**

- School website
- Home-school contact books for targeted pupils
- Homework diaries for all Upper School pupils.
- Weekly Newsletters
- Parentmail

SA  
April 2009