

1. INTRODUCTION

- 1.1 Tudor Hall is strongly committed to providing the highest quality of teaching and learning and support to all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive, wherever possible, to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs and/or disabilities can bring to the School.

2. DEFINITION OF DISABILITY AND SCOPE OF PLAN

- 2.1 A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).
- 2.2 The School's Accessibility Plan contains relevant actions to:
- 2.2.1 Increase the extent to which disabled pupils can participate in the School's curriculum;
 - 2.2.2 Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled; and
 - 2.2.3 Improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School.

3. ENTRY REQUIREMENTS

- 3.1 All pupils are required to meet the academic entry requirements. The School must feel confident that a prospective pupil will benefit from the education offered in line with the general standards achieved by the pupil's peers so that there is a good chance that he or she will have a complete, happy and successful school career.
- 3.2 These criteria must continue to be met throughout the pupil's time at the School. The School's policy is to apply these criteria to all pupils, and potential pupils, regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments so as not to put any disabled pupil at a substantial disadvantage compared with their non-disabled peers. The objective is to ensure that, subject to meeting the entry requirements and practicalities, the School is open to all regardless of physical or mental disability.

4. ADMISSIONS

- 4.1 The School asks all parents to complete their registration form in respect of a prospective pupil. In addition, all parents complete the School's medical form, providing details of the nature and effect of any (potential) disability, medical condition or special educational needs and requests that subsequent disclosures will be made, if required. Subject to this, the School will be sensitive to any requests for confidentiality. The purpose of obtaining this information is to allow the School to consider any adjustments it might need to make.
- 4.2 Parents of a disabled or potentially disabled child are required to provide full disclosure of any medical, educational psychologist or other reports regarding their child's disability, medical condition or special educational needs. In assessing any pupil or prospective pupil the School may take such advice and require such assessments as it

regards as appropriate. Failure by parents to make the necessary disclosure of information may prevent the School from making adequate provision of support.

- 4.3 The School recognises the potential enhancement to school life and education provided by inclusive policies, however equal importance will be attached to ensuring that no pupil's education is impaired by this approach.
- 4.4 The School's pastoral care system provides strong support for all pupils whether disabled or otherwise. Where pupils need particular treatment or medication the Hunt Health Centre provides necessary assistance. The School also has a strong Learning Support Department to provide support to pupils with learning difficulties. Lastly, the School also access to counsellors and education psychologists should their professional help be deemed appropriate.

5. ACCESS TO THE CURRICULUM

- 5.1 The teaching staff regularly reviews its teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are, where reasonably practical, removed. We support our teaching and support staff with a programme of training to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend and ensure that, where possible, positive examples of disability are portrayed in teaching materials.
- 5.2 In order that pupils with defined disabilities have an improved access to the curriculum, either a Personalised Learning Plan, Welfare Plan or Health Care plan will be drawn up in consultation with pupil, parent and tutor and relevant lead at school (Head of Learning Support, Senior Nurse, Housemistress). This plan is made securely available to those teachers working with the pupil and it is updated at least annually.

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'

'Special Educational Needs and Disability (SEND) Code of Practice' (2014).

- 5.3 The Head of Learning Support (Head of the Learning Support department) briefs the teachers, updates the school SEND database and meets with individual pupils to discuss their needs. Most pupils' needs will be met by a short, highly personalised intervention. Generally, pupils requiring ongoing additional support will be assisted outside formal lesson time although support may also be given in the timetable if there has been a curriculum adjustment eg. a subject removed. In exceptional circumstances the Deputy Head (Academic) may give permission for a pupil to be withdrawn from lessons for educational support.
- 5.4 The School will make reasonable adjustments for the sitting of public examinations following consultation with the Head of Learning Support. All requests for assessment must first go through the Head of Learning Support as privately commissioned reports are not admissible under JCQ regulations. It is also possible that pupils who encounter physical or emotional disability in the period up to the exams may be, with consultation, awarded special arrangements.

6. ACCESS TO INFORMATION

- 6.1 We provide written/electronic information to pupils in ways that are user-friendly and fully support the pupils in their learning experience. Technical support, where appropriate, is offered to the pupil in conjunction with the usual learning enrichment programme.

7. PHYSICAL ENVIRONMENT

- 7.1 One of the obvious problems which the School has (in common with many other schools) is the site which covers a wide area and consists of many separate and some historic, and even listed, buildings of several storeys and without lifts, which have grown up since the School moved to its current site. Another is the system, again common to many schools, of having some fixed classrooms for each subject, based on the valid ground of having all the facilities for one subject in one place. This requires pupils to go from classroom to classroom, often up steps or stairs in buildings without lifts.
- 7.2 We regularly review and take steps to improve the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education, and associated serviced, offered by the School. Recently the School has improved access installing a lift in the Library and Learning Centre. Where possible and necessary due to building design, lessons will be timetabled in accessible classrooms.

8. RESPONSIBILITY

- 8.1 Parents are encouraged to work in close partnership with the staff.
- 8.1.1 Parents are made aware at the beginning of the academic year when members of staff can be contacted and how to contact them. There are regular parent meetings with subject teachers and tutors and progress reports.
- 8.1.2 If a parent has a concern about the academic progress of his/her child, the School encourages the parent either to telephone the school to speak with or write to the responsible member of staff, depending on the nature of the concern.
- 8.1.3 This can be the Tutor, the Housemistress, the Head of Department, the Deputy Head (Pastoral), the Deputy Head (Academic) or the Headmistress. It is school policy to work closely with the parents and pupil.
- 8.2 All pupils whether they are on the Learning Support register or not, are encouraged to approach the Learning Support Department for help or advice. All pupils are formally introduced to the Learning Support department during their induction programme and PSHE (Personal, Social, Health & Economic education) programme.
- 8.3 The Governing Body is responsible for ensuring that Tudor Hall complies with the current legislation and that this policy is implemented.
- 8.4 The Senior Leadership Team (SLT) is responsible for the day-to-day management of the wellbeing of pupils including those with disability. The SLT meets weekly and has pupils with concerns as a standing agenda item. Where necessary they would make recommendations for improvements to accessibility of the School's education either generally or specifically for one pupil. These recommendations will be reviewed by the School Business Group (SBG) or, if necessary, Governors.
- 8.5 The School regularly monitors the success of the plan and it will also be reviewed annually.

9. ACTION PLAN

- 9.1 The following has been carefully considered by the School:
- Admissions
 - Attainment

- Attendance
- Exclusions
- Education
- Co-curricular activities
- Physical environment
- Selection and recruitment of staff
- Staff training
- Welfare
- Sporting activities

9.2 The School is committed to providing education to all those who match the academic entry standards required within budgetary constraints.

10. EVALUATION

10.1 The Bursar and Head will:

10.1.1 Ensure that a regular programme of review is implemented through the annual accessibility audit and School Development Plan;

10.1.2 Make recommendations with a view to improving the accessibility of the School's curriculum to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future; and

10.1.3 Review such other relevant plans and policies as necessary.

10.2 The success of the plan will be monitored on an ongoing and regular basis. It will also be reviewed annually by the School Business Group.

Written by Deputy Head (Academic): November 2024