

## ACCESSIBILITY POLICY AND PLAN

### 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 e.g. 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.

Approved by Finance and Resources November 2024

Written by Bursar/Deputy Head (Academic): November 2024

## Three Year Accessibility Plan 2024 to 2027

### 1. Increasing access to the curriculum

	Improvement/Action	Success Criteria	Lead	Timeframe
1a	Improve the process for developing details in the SEND Register by categories to ILPs and to make these available for relevant staff	Access to all curriculum areas for those with learning needs	DH(A), H LS (SENCO)	January 2025
1c	Improve liaison between Admissions and Learning Support	Needs of prospective parents can be considered during admissions process	Registrar, DH(A) Hd LS	Autumn 2024
1d	Ensure SEND staff are aware of and capable of practising highest quality approaches to pupils	Current methods swiftly adopted	DH (A), Hd LS	Annual review
1e	Introduce specific SEN technology to assist learners with special requirements when need	No enrolled pupil is disadvantaged	Dep Hd, Hd LS	Summer Term for new school year
1f	Develop teachers' knowledge and understanding of the learning support curriculum including specific initiatives	All teaching staff are able to deliver teaching tailored to their pupils	Dep Hd, Hd LS	Annual training programme
1g	Include accessibility issues in PHSE curriculum	Pupils understand the differing needs of others	Dep Head (P)	Include in timetable
1h	Make adjustments to internal and external exam provision to meet identified needs of pupils as exam candidates	Pupils can successfully complete exams	Dep Hd, Exams Officer	Annual review or as required
1j	To ensure provision in lessons differentiated to meet needs of all pupils increasing access to curriculum.	Determine progress by data monitoring and anecdotal evidence	DH(A)	Ongoing

### 2. Improving access to the physical environment of the School

	Improvement/Action	Success Criteria	Lead	Timeframe
2a	Routine maintenance: Maintain paths and approaches to School buildings to ensure they are even; Provide ramps to entrances as required; Repaint colour contrast on step nosings (protruding edge of steps) as required; and	Reasonable access maintained for wheelchairs users or those with limited mobility	Bursar	Annual review Summer Term

	Ensure natural and artificial lighting is free from excessive glare and shadows.			
2b	Respond to temporary disabilities; provide alternative teaching and boarding areas if necessary and practical; establish ' <i>Personal Emergency Evacuation Plans</i> ' (PEEPs).	Pupils not unduly excluded from School during period of disability	Bursar	As required
2c	Include consideration of disability access in building refurbishments including entrances, walkways and washrooms	Improve access across the School site	Bursar	As required
2d	Improve access to boarding houses within limitations of buildings (disabled access possible in Vs & VI but not in lower years)	Full access to School facilities for those with physical disabilities	Bursar	Three years +

### 3. Improving access to information

	<b>Improvement/Action</b>	<b>Success Criteria</b>	<b>Lead</b>	<b>Timeframe</b>
3a	Review accessibility of website, prospectus and other external online and printed material with options to provide alternative means to deliver the information	School information available to those with visual impairments	Bursar, DofER	Summer 2024
3b	Review accessibility of internal online and printed materials including Firefly with options to provide alternative means to deliver the information	School information available to pupils with visual impairments	DH (A), Data Manager	Annual
3c	Support positive action initiatives to encourage entry by disabled pupils.	Families of disabled pupils not put off from applying	Bursar, DofM	Summer 2023
3d	Provide clearer directional signage around the School	Clear signage is in place for those not familiar with site	Bursar, DofM	Summer 2021
3e	To ensure all communications between School and home ensure access for all pupils, be it physical or educational access	All communication from School to home must reflect the needs of SEND pupils	DH(A) & DH(P)	January 2025
3f	To ensure typing provision for pupils who require laptops	Improved skills and access to information	DH (A), Data Manager	Complete but ongoing

## ACCESSIBILITY POLICY AND PLAN

### FURTHER GUIDANCE ON ACCESSIBILITY ACTION PLAN

- 1.1 We have high expectations of all of our pupils, and we strive 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 (SEN) and/or disabilities can bring to School life.
- 1.2 We seek to ensure that disabled pupils and applicants are not put at a substantial disadvantage by making reasonable adjustments:
  - To our policies, criteria and practices (i.e. the way we do things); and
  - By providing auxiliary aids and services (i.e. additional support or assistance).
- 1.3 There is no standard definition of an auxiliary aid or service. Examples include:
  - Pieces of equipment;
  - Extra staff assistance;
  - Note-taking;
  - Induction loops;
  - Audio-visual fire alarms;
  - Readers; and
  - Assistance with guiding.
- 1.4 We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the School.
- 1.5 We are allowed by law to apply an entry test and we do so as part of our admissions process. If necessary, we make reasonable adjustments for applicants with any SEND sitting the entry test, such as, for example, allowing it to be completed on computer rather than by hand. Parents/guardians (or the pupil if the School believes they have sufficient understanding of the nature of the request) may request that the existence or nature of the pupil's disability be treated as confidential by the School. We will take any such request into account when considering whether an adjustment is reasonable.
- 1.6 When considering whether it would be reasonable to make the adjustment, the School will consider the following factors:
  - Whether it would overcome the substantial disadvantage the disabled child is suffering;
  - The practicability of the adjustment;
  - The effect of the disability on the pupil;
  - The cost of the proposed adjustment;
  - Whether it will be provided under an EHC plan from the Local Authority;
  - The School's resources;
  - Health and Safety requirements;
  - The need to maintain academic, musical, sporting and other standards; and
  - The interests of other pupils (and potential pupils).
- 1.7 Once the School has determined whether the relevant adjustment is reasonable, we will write to the parents, setting out the decision and the reasons.
- 1.8 If parents are not happy with the School's decision about the reasonableness of the adjustment, they may lodge a complaint using the School's '*Complaints Procedure*'.

- 1.9 If a pupil is disabled and parents believe that they are being put at a substantial disadvantage compared with pupils without disabilities and there is an adjustment that we could make which would overcome this, parents may write to the Head of Learning Support setting out in full the adjustment and (if necessary) how the School could put this into practice.
- 1.10 In some cases, the School will be able to agree to and implement the requested adjustment as soon as possible. In particular, it is envisaged that, where adjustment costs are minimal and satisfy the related criteria, it will be approved and implemented speedily.
- 1.11 In other cases, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the pupil or applicant is suffering and what measures it is reasonable for the School to take.
- 1.12 In these cases, the School may seek input from teachers, other experts (such as doctors and/or educational psychologists), parents and the child in question. The Head of Learning Support is responsible for monitoring this and decisions will be taken in consultation with the Deputy Head (Academic) and Head.

Approved by Finance and Resources November 2024

Written by Bursar/Deputy Head (Academic): November 2024