

Ashwicke Hall School Accessibility Plan January 2018 – December 2020

This plan is publicly available on the Ashwicke Hall School website and on request, a copy may be obtained from the school office.

Legal Status:

- *Equality Act 2010*
- *Schedule 10 of the Equality Act*
- Complies with Part 1(2)(d)(ii) The Quality of Education Provided (curriculum) of The Education (Independent School Standards) (England) Regulations currently in force which encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010

Ashwicke Hall School Strategy:

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. Therefore our three year Accessibility Plan is for:

- increasing the extent to which disabled students can participate in the school's curriculum,
- improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school and
- We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- improving the delivery to disabled students of information which is readily accessible to students who are not disabled.

Monitoring and Review: This policy is subject to continuous review, monitoring, refinement and audit by the Regional Director and Principal, which will also undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This review will be formally documented in writing. Any deficiencies or weaknesses recognized in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed policy and it will be made available to them in either hard copy or electronic format.

Signed:

Reviewed: January 2018
Next Review Date: December 2020



Amanda Woods
Principal

Accessibility Plan Content

Our three-year plan includes how we plan to (with timescales):

- increase the extent to which disabled students (including those with special educational needs) can participate in the school's curriculum;
- improve the provision to disabled students of information which is already in writing for students who are not disabled;
- improve the physical environment of the school in order to increase the extent to which disabled students are able to take advantage of education and associated services offered by the school.

The Equality Act 2010 retains the previous definition of disability: 'A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities'. This has some overlap with the definition of 'special educational needs' in the Children and Families Act 2014 (which includes students with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a student cannot make full use of the general educational facilities provided for students of their age in mainstream state schools) but not all students are disabled by their SEN and vice versa. 'Disabled students' for the purpose of the disability access plan refers not only to those with physical disabilities but could include, for example, those with health issues, including mental health, or learning disabilities if they meet the legal definition of 'disability'. We do not treat disabled students less favourably; We also take reasonable steps to avoid putting disabled students at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education.

In producing this plan, the following Key Leaders have had input into the development of the plan:

- Principal
- Head of Boarding
- Finance and Facilities Controller
- Head of Education
- Additional Needs Co-ordinator (ANCO)

Boarders are not discriminated against, paying particular regard to the [protected characteristics](#) set out in the Equality Act 2010 or of their cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability. We take these factors are considered in the care of boarders, so that care is sensitive to different needs. This includes 'minority groups' such as overseas boarders and those receiving learning support. The school, inclusive of our boarding houses, embraces diversity and exhibits tolerance. All Equality Objectives are seeking to protect students identified by the **Nine Protected Characteristics (NPC)**:

- Race; Disability; Sex; Age; Religion or Belief; Sexual Orientation; Gender re-assignment; Pregnancy and Maternity and students who are linked by association

Ashwicke Hall School's Accessibility Plan has been developed and drawn up based upon information supplied by DfE and consultations with students, parents, staff and the Advisory Board of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. Ashwicke Hall School is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Our student intake is predominantly made up of international SABIS students, staying for either a term or a full year, so early intervention is essential to ensure the

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best outcomes for all our students. We ask for any relevant information regarding a student's additional needs from their primary SABIS School, before enrolment at Ashwicke.

Ashwicke Hall School's Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the school within a given timeframe, anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events;
- Ensure the information is made available in various preferred formats within a reasonable timeframe.

Ashwicke Hall School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and Proprietor on equality issues with reference to the Equality Act 2010. This Accessibility Plan should be read in conjunction with the following Ashwicke Hall School policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Emergency Evacuation Procedures
- Equal Opportunities Policy
- Health & Safety Policy
- Additional Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which was originally undertaken by the school and remains the responsibility of the Proprietor. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the ongoing period. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all the proprietorial committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

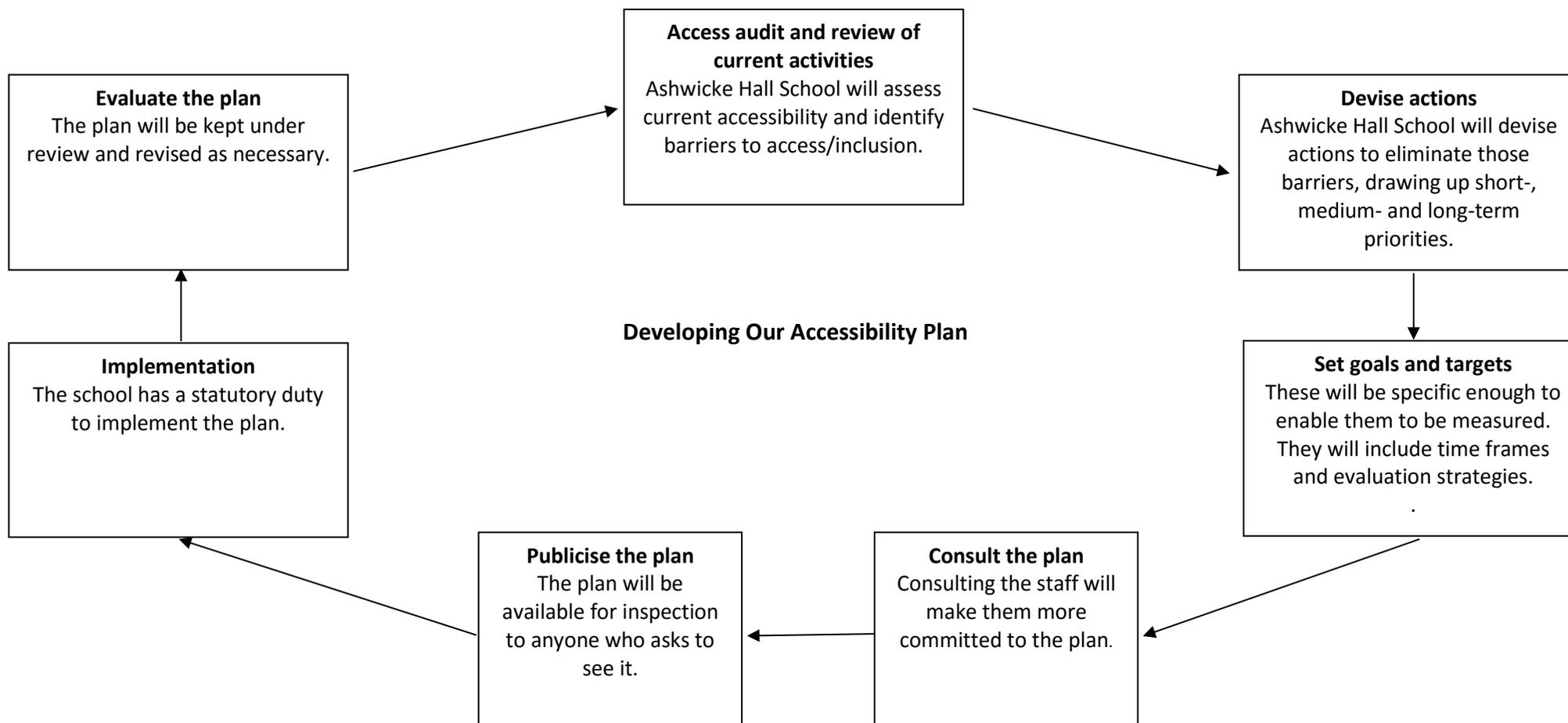
Access to School

The Hall is a grade II listed building and converted to a school from a Tudor style building; as such our physical facilities for persons with disabilities are limited. We will however make every reasonable adjustment in order to accommodate the needs of applicants, pupils, parents/guardians, visitors and members of staff who have

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disabilities. Access between each floor is by stairwell only. The school has previously investigated the feasibility of installing a lift and/or stair lift, and was advised that neither was possible within the building's present structure.

The Process of Constructing our Accessibility Plan



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Ashwicke Hall School Accessibility and Equality Action Plan 2017 - 2020

Equality Objective	Action	Lead	Intended Completion Date	Success Criteria
Establish a comprehensive picture of the school's current accessibility.	Complete full-site accessibility audit	Facilities Manager.	March 2018	Completed Audit – on-going revisions as required.
All school staff ensure that all students with protected characteristics are supported within the school	Pastoral teams to ensure information is available and communicated to relevant staff regarding students with protected characteristics. Training is available to all staff to ensure up-to-date methods of support are being utilised.	Pastoral Team	September 2017 - Ongoing with every new intake of students	All staff are aware of students with protected characteristics
Appoint Additional Needs Co-Ordinator For current academic year, co-ordinator for 'additional needs' in place.	Principal to consider the job role and appoint an ANco.	Principal	April 2018	ANCO (Additional Needs Coordinator) - Appointed with appropriate training arranged
Ensure effective SEND Provision is in place for students with additional needs.	Review current SEND Provision within the school	Additional Needs Coordinator	July 2018	Report produced with established strengths and areas for development
Ensure effective provision for health care and medication provision	Update medical procedures (February 2018) Administration of Medication (April 2018) Appoint school nurse (April 2018) Full Review and resourcing of Medical Centre	School Nurse School Nurse Principal + HoB School Nurse	(February 2018) (April 2018) (April 2018) (September 2018)	Effective procedures in place Nurse Appointed Medical Audit Completed with next steps established
Pupils with Medical Conditions requiring daily treatment.	Ensure all staff are trained to the correct level in order to provide appropriate care Liaise with external Medical Agencies		On-going training	

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Health and Safety training for all staff as part of initial induction or as required	Set of training programmes through providers All staff to complete online or site-based training in Health and Safety Including Fire-safety. SEE TRAINING LOG IN APPENDIX 1	Principal	April 2018 – Ongoing for new staff	All staff will receive set package of H&S training including PPI which will equip them for working with students successfully
Students with protected characteristics enjoy the same 'school' experience, including access to trips and events	Liaison with parents to formulate action plans. Risk assessments carried out for the activity. Monitor provision for students with disabilities on all residential visits including day, week or overseas trips. Student Life Organisation to keep up to date with current regulations and to check website 'learning outside the classroom / OEAP'.	Student Life Organisation	January 2018 Ongoing with every new intake of students	All students enjoy the same school experience
To ensure the curriculum promotes the School's commitment to the Accessibility and Equality Plan.	Head of Education to review SABIS curriculum in relation to accessibility. Promote to parents through school newsletter and website. Curriculum department and PSHEE schemes of work promote diversity and inclusion. Students with protected characteristics are monitored through assessment data.	Head of Education (Head of Academics)	July 2018	All stakeholders aware of plan and actively consulting it. Schemes of work annotated.
Classroom accessibility	Classroom doors to have a window in them for Observation. (Safeguarding Audit) (Except where it is a listed door) Investigate feasibility of classrooms being modified for disabled access	Facilities Manager	July 2018	Accessibility Audit updated to reflect new doors. Audit to detail actions for classroom adjustment
First Floor accessibility	Survey of stairs to Investigate feasibility of stair-lift	Facilities Manager	July 2018	Report on possibility
Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred	Staff who develop written information to consider the style of literature to meet the criteria of all school stakeholders, offering alternate provision, such as multiple languages as required. Ensure the school website is GDPR compliant	Associate Staff	July 2018 On-going GDPR compliance monitored	Every stakeholder able to access all information.

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formats within a reasonable timeframe	Look at alternative methods of producing information for students such as 'Podcasts' for students with visual impairments.			
Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;	Ensure access to the ground floor facilities for all students with protected characteristics and ensure adjustments made are reasonable and timely. Ensure ramped accesses ground floor.	Business and Financial Controller	July 2018 On-going as new facilities are created	Ground Floor fully accessible.
Provision for a disabled toilet in a bathroom.	Consider in whole school plans the possibility of a disabled toilet.	Facilities Manager	December 2018	Disabled Toilet facilities in place
Investigate feasibility of improving access within any plans for redecoration and refurbishment of buildings -ongoing, including above ground floor provision. Consider appropriate colour schemes to benefit students with visual impairments and install window blinds where appropriate. All resigning should take into account students with visual impairments. (Make reference in all instances to Access audit before commissioning works.)	School development plan re: continuing refurbishment and upgrading of existing facilities where appropriate. - To be built into a seven year rolling programme. Advice to be taken from architect and research re: educational implications by Head of Education and Head of Boarding School Paths to be monitored and wheelchair accessible where possible.	Business and Financial Controller	On-going	Improved access to and usability of buildings for students with impairments.
Develop staff CPD programme to ensure all staff and teaching assistants are able to identify and teach students with learning difficulties.	Additional Needs Coordinator to create a programme which can be delivered to support staff with teaching and learning for SEND students	Additional Needs Coordinator	December 2018	Staff and teaching assistants have confidence in identifying and teaching students with additional needs

Ensuring medical information for specified children is clearly disseminated to required staff for school or off-site activities	Information on specific students including nut allergy sufferers, asthmatics and diabetes to be disseminated by senior first aider to trip organisers and leaders; trip leaders to receive EpiPen training. EpiPen training for staff. Review how is allergy info initially sought/received, coordinated, and who is in charge of keeping track. Liaison with parents to formulate action plans. Risk assessments carried out for the activity.	Student Life Organisation, Event Leader	March 2018 – On-going	All students enjoy the same school experience.
All EAL students receive additional support	Review provision for English as an Additional Language (EAL), identifying areas for development and appropriate next steps	Additional Needs Coordinator	July 2018	All students have appropriate resources to allow full engagement in the curriculum
Review work in practical subjects (e.g. Creative arts and physical education) to ensure students with difficulties are properly catered for.	Heads of Department/subject leaders will consider Syllabi to review accessibility to content within the lessons and make reasonable adjustments as appropriate.	Heads of Department	July 2018	Students with disabilities are supported in practical subjects with appropriate resources.
Develop Assessment materials to monitor students with difficulties writing at speed.	Additional Needs Coordinator to consider appropriate resources for assessments.	Additional Needs Coordinator	January 2019	Students with poor handwriting speeds are quickly identified and supported appropriately.
If a student were to require a hearing aid, the school will provide the teacher and student with a closed-circuit relay device which makes the lesson more approachable by the student.	Additional Needs Coordinator and Facilities Manager to organise closed circuit relay devices as and if required.	Additional Needs Coordinator	January 2018 – On-going	All students can hear the teacher appropriately in lessons

Additional Needs Coordinator to ensure students with learning difficulties (e.g. dyspraxia, dyslexia) receive extra time to complete longer projects where appropriate	Additional Needs Coordinator to review procedures and ensure appropriate action is Implemented. Exam board requirements reviewed annually to ensure students who require additional time can be applied for.	Learning Resource Co-ordinator	May 2018	Students receive extra time as appropriate to each students' need.
If a visually impaired student were to join the school, investigate alternative forms of written materials for.	Additional Needs Coordinator to investigate alternative provision within the SABIS Group, or seek external support as appropriate. Produce materials in large print / exam papers application if necessary	Additional Needs Coordinator	When required by schemes being researched.	Students able to access all information
Expand touch typing programme to assist students with poor hand writing or poor-coordination.	Learning Support Team to review current provision to see if there is a shortage in resources with regard to hand writing development	Additional Needs Coordinator	September 2019	Students who require additional support for handwriting have additional resources.
Review Screening procedure on entry to ensure all students with learning difficulties are identified.	Completed on entry to school will help to identify learning difficulties/differences. Learning Resource Co-ordinators to monitor procedures and adjust as necessary. Gather reports from SABIS Home School. Termly or Annual screening on entry of student.	Additional Needs Coordinator	September 2018	Established clear screening methods for new students.
Identify alternative methods of data collection and recording e.g.mp3 players/Dictaphones for students with disabilities	Additional Needs Coordinator for initial draft. Then Heads of Department and implementation through curriculum	Learning Resource Co-ordinator	September 2019	Students can use appropriate technology to collect/record data

TABLE 1: TRAINING MODULES and STAFF TRAINING REQUIREMENTS

List of Training Modules	Staff Training Requirements
<ol style="list-style-type: none"> 1. Safeguarding and Child Protection; 2. Induction to Boarding; 3. Fire Training; 4. Health and Safety Training; 5. Anti-Bullying Training; 6. Child Sexual Exploitation; 7. Use of Reasonable Force; 8. Risk Assessment; 9. Channel General Awareness; 10. First Aid at Work; 11. Safer Recruitment; 12. Food Hygiene & Safety; 13. First Aid; 14. Fire Marshall Training; 15. Female Genital Mutilation; 16. Communicating with your Teenager about Self Harm; 17. Child Sexual Exploitation; 18. Child Neglect; 19. FGM Higher Level; 20. Online Safety; 21. Prevent Bullying; 22. Awareness of Forced Marriages; 23. Prevent Duty; 24. Communicating with Impact; 25. Child Protection Sport; 26. Child Protection Refresher; 27. Advanced Inter Agency Child Protection 	<p>Principal - 1 to 27 inclusive</p> <p>SLT - 1, 2, 6, 7, 11, 16, 18, 19, 20, 21, 22, 23, 24, 26 & 27</p> <p>Safeguarding Team - 1, 2, 5, 6, 8, 9, 15, 16, 17, 18, 19, 20, 21, 22, 23, 26 & 27</p> <p>Teaching Team - 1, 3, 4, 5, 6, 7, 8, 9, 13, 15, 16, 17, 18, 20, 21, 22, (also 25 where relevant) & 26</p> <p>Boarding Team - 1 to 18 inclusive, (also 25 where relevant) & 26</p> <p>Health and Safety & Maintenance Team - 1, 3, 4, 5, 8, 10, 13, 14 & 26</p> <p>Catering Team - 1, 3, 4, 5, 8, 9, 12, 13 & 26</p> <p>Domestic (Cleaning & Laundry) - 1, 2 (where relevant), 3, 5, 9, 13 & 26</p> <p>Administrative Team - 1, 2, 3, 4, 5, 8, 9, 13, 14 (where relevant), 20 & 26</p> <p>First Aid Officers - 1, 10, 16 & 26</p> <p>AGB Team - 1, 2, 5, 9, 11, 20 & 26</p>