

Policy Owner	Maureen Foakes
Approving Body	Board of Governors
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St Aubyn's School Accessibility Policy and Plan 2019-2022

Ethos and Aims of St Aubyn's (Woodford Green) School Trust

St. Aubyn's aims to offer the highest quality of teaching and learning, and support for all pupils in the pursuit of academic and personal excellence. 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.

Admission to the School is non-selective at age 3 or 4, and after age 6 is by assessment. The School seeks to meet the needs of each individual child so that he/she may reach his/her potential. We strive to be a fully inclusive and welcoming school as our mission statement states:

We are committed to the academic and all-round development of every child in the School.

Our aim is that each child becomes:

- ✓ A self-confident, independent, inquiring learner
- ✓ A considerate, moral, versatile individual
- ✓ A sociable, responsible, tolerant citizen

To achieve this, we work together to provide a learning environment, characterised by:

- ✓ High aspirations and clear expectations
- ✓ A broad, balanced, well-resourced curriculum
- ✓ Responsiveness to each individual's talents and needs

Our motto from 1884 still reflects our approach to teaching and to learning today:

Fortiter, Fideliter, Feliciter Bravely, Faithfully, Happily

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 services offered by the School. All our recent developments have all included level access doorways and a lift where required.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of training designed 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, amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

Context

We have a number of pupils with medical disabilities. These include dyslexia, diabetes, hearing impairment and sickle cell anaemia. All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips).

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the School's equal opportunities policy for staff in the day-to-day management of St Aubyn's School. We have a number of staff with medical disabilities such as diabetes, Crohn's disease, hearing impairment, emphysema and all staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

At St. Aubyn's we have a disability policy review committee which consists of the Headmaster, the Bursar, the School Nurse and the Head of Additional Learning, and may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

- i) to review the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
- ii) to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments, by planning for the future and by providing training for teachers
- iii) to prepare the School's accessibility plan
- iv) to review such plans and policies as necessary and at least on an annual basis



Every three years, we have an additional learning audit of our provision for pupils with special educational needs and/or disabilities. The results of the audit inform our school accessibility plan.

We will regularly monitor the success of the plan and it will also be reviewed by the School's disability policy review committee (as above).

Action Plan

The following have been carefully considered by the School's disability policy review committee and are regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Co-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

Reviewed May 2019 MF

Appendix A

The results of St Aubyn's audit and continuous monitoring of the above has informed the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard	Description
Para. 252	Increase the extent to which disabled pupils (including those with learning difficulties) can participate in the School's curriculum.
Para. 252	Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled.
Para. 252	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 services offered by the School.

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date – short, medium or long-term
Disability Rights Commission's Code of Practice for Schools being implemented as a working policy for the support of pupils with disabilities throughout the School site.	Para. 252	Senior staff and others to consider the full implications of the DRC's Code as a working policy throughout the whole school site.	SMT	To be ascertained as required 2019-22.	Disability Policy drafted, agreed, and used as a working document. Provision and practice in relation to pupils with a disability implemented along the lines of Code throughout the whole school.	2019-22 – practices reviewed as required.
Health And Safety Policy incorporates the needs of disabled pupils.	Para. 252	Review and revise Health and Safety Policy annually.	H & S Committee SMT/ Additional	To be ascertained annually in line with needs of cohort.	Procedures meet requirements of DRC Code. Health and safety of disabled pupils maximized.	2020

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date – short, medium or long-term
Selection procedure for admission to the School to be implemented along the lines of the DRC's Code of Practice for Schools.	Para. 252	Staff to be involved in selections and admissions review and to revise selection procedures as appropriate to meet the needs of the new intake.	Head	To be ascertained as required and depending on any specific needs of the new cohort.	Selection and admission to school of disabled pupils implemented along the lines of the Code of Practice.	2019-22
Training for teachers on meeting a range of needs.	Para. 252	After an audit and as pupil requirements change, the School decides which teachers would benefit from additional training, e.g. for staff to be aware of the needs and strategies for working with pupils on the EAL Register.	Head, SMT and Head of Additional Learning.	To be ascertained as required.	Equal access to the Curriculum.	2019-22

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date – short, medium or long-term
Improve training for relevant staff to meet specific needs of disabled pupils.	Para. 252	After an audit, the School decides which staff would benefit from Disability Awareness training, e.g. for staff working with pupils with specific needs such as diabetes and allergies that might require administration of medication via an AAI (Adrenalin Auto Injector).	Head, School Nurse and Head of Additional Learning	To be ascertained as required.	School staff are able to understand and meet the needs of pupils with disabilities. Improved support for pupils with disabilities throughout the School.	Annually at September INSET.
Auxiliary aids to support disabled pupils available as appropriate and on a case by case basis.	Para. 252	Sources for auxiliary aids identified following appropriate advice. Appropriate charging for parents agreed on a case by case basis.	Head of Additional Learning	To be ascertained as required.	Appropriate auxiliary aids available for pupils on admission to school, reviewed and updated as appropriate. Full access to the curriculum for disabled pupils e.g. hearing aids, writing board.	As the need arises (including mid-year)

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date – short, medium or long-term
All school policies and procedures take into consideration the particular needs of pupils with disabilities	Para. 252	School staff to consider the implications for disabled pupils in current school procedures, risk assessments and policies, revising as appropriate.	Head, Bursar, Deputy Head (Admin) Governors, School Nurse and Head of Additional Learning.	To be ascertained as required	Wherever possible, needs of disabled pupils met in all aspects of school life.	At Policy and Procedure review date.
Consider accessibility of all pupils to after-school activities.	Para. 252	Make staff aware of relevant disabilities.	Deputy Head (Admin)	To be ascertained as required.	Improved access to after-school activities.	Termly.
Availability of written material in alternative formats	Para. 252	School staff made aware of services available for converting written information into alternative formats.	Head of Additional Learning	To be ascertained as required, depending on specific needs of individuals.	The School can provide written information in alternative formats.	As requested.

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date – short, medium or long-term
Physical access to school and curriculum improved.	Para. 252	Planned use of building funds.	Development Committee	To be ascertained as required	Current new buildings include improved access to the Dining and Nursery Facilities	Medium and Long term 2019-2022
Physical access to school improved – in particular for pupils and visitors accessing the Main building.	Para. 252	Improve access to Senior building and classrooms which will include provision of an access lift.	Finance Committee and Development Committee	To be ascertained as required	Better access to Senior School teaching rooms and buildings	Long term 2019-2022