

SWANBOURNE HOUSE SCHOOL



17a & 17b - ACCESSIBILITY PLAN
 Applicable to boarding and the Early Years
 Foundation Stage
 1st September 2018 to 31st August 2021

Date	September 2018
Review Date	September 2021
Custodian	Bursar

Amendment	Date	Description
1	Jan 13	Reviewed following edits to 3.3 Disability Inclusion
2	Mar 13	Full Access Audit conducted
3	Nov 14	Policy update and Access Audit Review
4	Sept 15	Annual review
5	Dec 15	ISI Consultancy Review
6	Sept 16	Annual Review
7	Sept 17	Annual Review
8	Dec 17	ISI Consultancy Review
9	Jan 18	Policy Update
10	Sept 18	Policy Update
11	Sept 19	Removal of reference to Home Farm Day Nursery

References:

- A. The Equality Act 2010.
- B. Children and Families Act 2014.
- C. ISI – Commentary on the Regulatory requirements, September 2019.

1. Mission and Vision

To unlock and develop the confidence and individual talents of each child.

- a. To nurture every pupil, enabling them to be resilient and build self-worth, through the widest variety of opportunities.
- b. To provide our pupils with an engaging, collaborative and progressive teaching and learning community based on mutual respect, an understanding of individual needs and the willingness to rise to challenge.
- c. To ensure both day and boarding pupils are well prepared within the context of a character and values education for their next school and adult lives in a fast-moving and challenging globalised world.

2. Introduction

The majority of equality legislation is outside the scope of inspection. However, since January 2015 anti-discrimination considerations have been introduced into Part One of the standards. In addition, Schedule 10 of the Equality Act 2010 requires schools to have a three year accessibility plan. An accessibility plan is a plan for, over a prescribed period:

- a. Increasing the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum,
- b. Improving the physical environment of the school 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, and
- c. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

“Disabled pupils” 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”.

- a. **Definition.** A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.
 - 1) ‘substantial’ is more than minor or trivial - e.g. it takes much longer than it usually would to complete a daily task like getting dressed
 - 2) ‘long-term’ means 12 months or more - e.g. a breathing condition that develops as a result of a lung infection

3. Policy Statement

The Governors of Swanbourne House recognise their responsibilities under References A-C. In line with the Disability Discrimination Act (DDA), Swanbourne House will

- a. Further such plans at such times as may be prescribed

- b. Make reasonable adjustments to ensure that disabled pupils, staff or visitors are not at a substantial disadvantage
- c. Increase the extent to which disabled pupils can participate in the school's curriculum
- d. Take reasonable steps to improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or service provided or offered by the school
- e. Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled
- f. Deliver the above within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents
- g. As required to produce plans to increase access to education for disabled pupils, staff or visitors (school accessibility plan)
- h. Keep the Accessibility Plan under review during the period to which it relates and, if necessary, revise as required

4. Admissions Policy

Swanbourne House is a co-educational day and boarding school open to pupils between the ages of 2½ and 13 irrespective of gender, race, religion, culture or disability. The numbers of pupils are regulated very carefully to ensure that class sizes and the associated infrastructure are optimised. It is our wish to retain a broad ability range, while at the same time ensuring all pupils can thrive; to this end, assessments take place prior to a place being offered at all points of entry.

We welcome pupils with disabilities; there is good access to most facilities and activities are adjusted where appropriate for inclusion. The boarding house is not suitable for those physically disabled access due to its historical layout.

We advise parents of children with disabilities to discuss their child's requirements with the School Registrar, the Head of Learning Support and School Nurse where appropriate, before he or she attends the familiarisation and assessment session so that we can consider whether we can make adequate provision. Parents should provide a copy of a medical report to support their request, for example for large print material or other special arrangements.

Applications for places will be considered on the basis that all reasonable adjustments can be made by the School to cater for the child's disability.

5. Equal Opportunities

What is Equality? Equality is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious belief/ non-belief, sexual orientation, age, gender reassignment, marriage or civil partnership and pregnancy or maternity status.

What is Diversity? Diversity is the acceptance that we are all different but we are all equal. Diversity focuses on valuing and celebrating the strengths in people's differences.

- a. The philosophy of our school values the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination including discrimination based on religion or belief / non-belief, sexual (orientation) harassment and discrimination, gender reassignment, pregnancy or maternity, and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, sexual orientation, disability, gender, gender reassignment, religion, belief / non-belief or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. Based on this our schools admissions policy is equally open to pupils of all groups

- b. Within the context of the school we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities.
- c. We uphold fundamental British values and will endeavour to ensure that all children learn these as part of a broad and diverse curriculum. Through our work on preventing radicalisation and extremism (both violent and non-violent) we will engage with our school community to enhance community cohesion. Our Safeguarding Policy reflects our commitment to ensuring our school is a safe place for all.

The Head and Senior Management are responsible for:

- Together with the Governing body, providing leadership and vision in respect of equality and diversity;
- Overseeing the implementation of the Equalities Policy ;
- Co-ordinating the activities related to equality and diversity;
- Ensuring that all who enter the school are aware of, and comply with, the Equalities Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination against any persons because of their age, sexuality or religion, gender, belief / non-belief.

All Staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, or other equality characteristics;
- Keeping up to date with equalities legislation.

All Pupils are responsible for:

- Being aware of and complying with the Equalities and Cohesion Policy;
- Not discriminating on grounds of race sexual orientation, religion, belief or non-belief, gender; or other equality characteristics;
- Reporting any racist incident or act of discrimination in which they were directly or indirectly involved either in or out of school;
- Understanding, valuing and celebrating diversity;
- Challenging stereotypes, and prejudices.
- Treating others as their equals

6. Education and Associated Services

We will, wherever possible, make reasonable adjustments to allow all pupils to access the full educational and learning experiences that the school provides, which include:

- curriculum
- extra-curricular activities
- dining
- interaction with peers
- assessment and exam arrangements
- preparation of pupils for their next phase of education or future work

However, under the reasonable adjustments duty, the School would also consider:

- the need to maintain academic, musical, sporting and other standards;
- the financial resources available to the School;
- the health and safety requirements – the SEND Code of Practice 2015 does not override the School’s duties under health and safety legislation;
- the interests of existing and prospective pupils

a. **Learning and Teaching.** We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping
- Develop learning materials and activities that emphasise benefits of having diverse communities, neighbourhoods, schools and groups
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Promote attitudes and values that will challenge discriminatory behaviour
- Strengthen individual and collective skills to deal with change across time and space
- Provide opportunities for pupils to identify shared interests among members of different social groups and categories
- Use a range of sensitive teaching strategies when teaching about different cultural traditions
- Develop pupils awareness so that they can detect bias and challenge discrimination;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, human rights and inclusion
- Promote and celebrate the contribution of different ethnic groups to the subject matter in all subject departments, where appropriate
- Seek to involve all parents in supporting their child’s education
- Provide educational visits and extra-curricular activities that reflect all pupil groupings
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils.
- Increase achievement of all pupils in English, Maths, Science and ICT across all stages
- Reduce direct, indirect and institutional discrimination
- Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, workers, staff, parents, carers and families
- Emphasise interconnectedness and interdependence of society members at local, regional, national and global levels
- Facilitate balance between leadership and teamwork among pupils, staff, teachers and governors
- Challenge negative stereotypes and prejudices about leadership/membership to certain groups in relation to specific persons and groups
- Challenge assumptions and expectations about specific lifestyles or identities of certain persons and groups

b. **Curriculum.**

- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality

- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles
- Provide opportunities to recognise similarities while appreciating, respecting and valuing differences across and between groups
- Challenge perceptions among majority groups about special treatment of minority groups
- Challenge cultural, geographical or generational boundaries of the “community”
- Utilise case studies to emphasise successful relations among members of different groups, areas, neighbourhoods, nations and countries
- Emphasise multiple dimensions of equality (opportunities, access, treatment, participation and outcome)

7. Learning Support Pupil Profiles

Each pupil identified by the Learning Support department or an outside agency as having a specific learning difficulty or disability will have differentiated in-class support or additional out-of-class support as appropriate. The Learning Support Department, where considered appropriate, or advised by an outside agency, will devise a termly Individual Education Plan (IEP) with the class teachers/specialist teachers. From this, advice is given to all teaching staff in the form of an In Class Support Document (ICSD). The advice of outside professional support, including medical requirements (if appropriate) will be included in the profile or within the child’s Medical Care Plan (MCP). The IEPs and ICSDs are disseminated to all teaching staff to help all staff understand and meet the needs of each pupil. MCPs are kept within the Surgery, held by the child’s Form Teacher and Head of Department. Termly provision maps are kept by the Learning Support Department to ensure provision meets individuals’ needs.

8. Accessibility Plan

This Accessibility Plan covers the period 1st September 2018 to 31st August 2021. It outlines the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors within the limitations of our setting. The Accessibility Plan is reviewed annually and whenever any significant physical or programme changes are being considered that may have an impact on access to our facilities.

9. Other Adjustments.

We endeavour to make reasonable adjustments for staff and children with particular needs. These have included within the last three years:

- a. Arranging for children to use laptop computers and other devices in classes and exams;
- b. Use of specialist software to assist pupils in their day to day work;
- c. Exam arrangements for internal school exams and entrance exams to other schools including readers for questions and scribes;
- d. Permanent disabled parking places are marked in the car parks;
- e. Disabled toilet facilities are provided as part of refurbishments;
- f. Temporary access ramps available to be placed at all main entrances as required;
- g. Provision of one to one support for medical needs;

10. Staff Training

The teaching staff have all been given advice and training in the symptoms of and methods of teaching pupils with Specific Learning Difficulties and other forms of SEND.

When a child is classed as disabled due to medical reasons staff involved with that child are trained in his/her medical needs by medical professionals.

ACCESS TO THE PHYSICAL ENVIRONMENT

1. Lower School

3s, 4s – built 1998

- Good ramp access to front door
- Easy lintel access, back gate (consider small ramp)
- One level only
- Disabled toilet: yes
- Evacuation: 1 member of staff per class, plus classroom assistants

Coach House – built 1997 (Grade 2 listed), refurbished in 2016

- Easy lintel access, back gate (consider small ramp)
- Easy lintel access, front entrance
- One level only
- Evacuation: 1 member of staff per class, plus classroom assistants

Manor House – built circa 1600 (Grade 2 listed), refurbished in 2016

- Easy lintel access
- 1st floor access: very limited
- Evacuation: 1 member of staff per class, plus assistant

2. Middle and Upper School

Changing Rooms – built 1995, extended in 2010 and enhanced in 2017

- Easy lintel access & double doors
- Disabled toilet: Yes
- Fire Exit small drop: (Individual evacuation plan drawn up as required)
- No access to swimming pool via changing rooms

Swimming pool – built 2001

- Easy lintel access via front double doors
- Disabled toilet/shower in visitor/staff area
- Evacuation: 1 teacher or coach per group

Walker Building – built 2001 and refurbished in 2017

- Ground floor: easy lintel access via double doors
- First floor: limited access
- Disabled toilet: yes
- Fire Exit easy access
- Evacuation: 1 teacher per class

Evans Block – built 1984 and extended in 2010

- Ground floor: easy lintel access via double doors; layout of main exit has been altered
- First floor: limited access
- Disabled toilet: no
- Fire Exit: small drop, ramp required if wheelchair pupil
- Evacuation: 1 teacher per class

Fremantle Block – built 1987 and refurbished in 2017

- Ground floor: easy lintel access via double doors
- First floor: limited access
- Disabled toilet: yes
- Fire Exit: good access

- Evacuation: 1 teacher per class plus part-time laboratory assistant (first floor)

Cloister Classrooms (refurbished 2014-2016) and Bridget More Hall – built 1989

- Ground floor: easy lintel access via double doors
- SEND Limited access: 1st floor
- Disabled toilet: yes
- Access corridors widened and thresholds removed

Chapel (Grade 2 listed) – refurbished Easter 2014

- Ground floor
- Access via double doors with thresholds (ramp may be required)
- Two fire exits replace previous single exit

Music Department – refurbished Summer 2015

- All access thresholds removed
- Corridors and internal doors widened
- Fire exit strategy confirmed by professional fire advisor

Library – built Summer 2016

- Entrance threshold removed
- Fire exit strategy confirmed by professional fire advisor
- Toilets next to Library could be converted to disabled

Studio – Refurbished Summer 2015

- Entrance threshold removed and ramp installed
- Fire exit strategy confirmed by professional fire advisor

The Main House – built 1865 (Grade 2 Listed)

Ground Floor

- Ramp access to the front door available if required
- Poor access to the rear
- Disabled toilet: no

Basement - Very limited access

1st & 2nd floors - limited access due to historic design

Accessibility Plan 2018 – 2021

2014/2015		Comments
1	Commence refurbishments adding in DDA requirements	Done
2	Provide further ramps to entrances as required	Done
3	Staff training at INSET on meeting needs of SEND pupils	Done
4	Increased use of scribes and readers for questions in internal school exams	Done
5	Trialling of ChromeBook software to assist dyslexic pupils	Done
2015/2016		
6	Establish disabled car parking slots on drive	Done
7	Cloister toilet refurbishment to include new disabled facility	Done
8	Studio refurbishment to be fully DDA compliant; ramp, lighting, access	Done
9	Classroom refurbishments to be DDA compliant	Done
10	Improve access lighting with directional emergency signage	Done
11	Proposed Fremantle Building extension design to include disabled toilets	Done
12	Staff training at INSET on meeting needs of SEND pupils	Done
13	Extension of the use of specialist software to assist dyslexic pupils - (Dec 18 - laptops introduced, currently teaching touch typing programmes, dyslexic programmes in place to support learning and trialling reader pens)	Dec 18 On-going
14	Further EAL training for staff – Jan 2016	Done
15	Further review of exam access arrangements – laptops, scribes, readers	Done
2016/2017		
16	Further development of use of software and devices in SEND	Done
17	Continued monitoring of exam access arrangements	Done
18	Continued in-house training for all teachers in meeting needs of SEND pupils – (SEND training Bucks University Sept 18 Inset, SEND training planned for Jan 19 on Executive Function)	Sept 18 / Jan 19 Ongoing
2017 - 2019		
19	New facilities designed to be fully DDA compliant	Done
20	Existing facility refurbishment projects to include accessibility enhancements – (Currently upgrading lighting and stairwells, arrangements in place for physical needs/disabilities)	Dec 2018 On-going
21	Further EAL training for staff and development of EAL provision	On-going
22	Identify area to locate second First Aid Room/Surgery on ground floor	On-going