

DISABILITY POLICY with Accessibility Plan 2023

Date of Issue: January 2023

Date of Review: January 2025

Responsible Person: Bursar

Warminster School strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

Definition of disability and scope of the plan

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).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- 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, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Entry requirements

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 they will have a complete, happy and successful school career. These criteria must continue to be met throughout the pupil's time at the School. The School applies these criteria to all pupils, and potential pupils, regardless of any disability of which it is aware, subject to the 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.

Admissions

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 request 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 may need to make.

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 prevents the School from making adequate provision of support.

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. The School's pastoral care system provides strong support for all pupils whether disabled or otherwise. Where pupils need particular treatment or medication the Health and Wellbeing Hub provides necessary assistance as well as access to counsellors and a listening service. The School also has a strong Learning Support Department to provide support to pupils as required.

Access to the Curriculum

The teaching staff regularly review their 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 SEN ADD 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.

In order that pupils with defined disabilities have an improved access to the curriculum, a Welfare Plan, or Health Care plan will be drawn up in consultation with the pupil, parent, tutor and relevant lead at School. This plan is made securely available to those teachers working with the pupil and it is updated at least annually.

The Head of Learning Support briefs the teachers and updates school records and meets with individual pupils to discuss their needs. Most pupils' needs will be met by a short, personalised intervention. Generally, pupils requiring ongoing support will have arranged learning support lessons and in some cases the Deputy Head (Academic) may give permission for a pupil to be withdrawn from some lessons for educational support.

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.

Access to Information

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.

Physical Environment

One of the obvious problems 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 was founded. 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.

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 programmes offered by the School.

Parents

Parents are encouraged to work in close partnership with the staff. 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 tutors and subject teachers. If a parent has a concern about the academic progress of their child then they are encouraged to contact the tutor in the first instance.

Pupils

All pupils whether they are on the Learning Support register or not, are encouraged to approach the department for help or advice.

The Health and Wellbeing Hub is staffed throughout the day by a team comprising of the School Nurse, Health Care Assistants, Counsellor, Chaplain and Listeners. Pupils are able to visit the Hub as required.

Wellbeing

The Governing Body is responsible for ensuring that Warminster School complies with the current legislation and that this policy is implemented.

The Assistant Head (Wellbeing and Safeguarding) is responsible for the day-to-day management of the wellbeing of pupils, including those with a disability. The Assistant Head (Wellbeing and Safeguarding) is supported by the pastoral team comprising of the Head of Learning Support, School Nurse and Deputy Head. The pastoral team meet regularly and where necessary 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 Senior Leadership Team and, where necessary, the Governors.

Action Plan

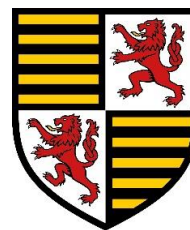
The School regularly monitors the success of the plan which is reviewed annually

The following have 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

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

ACCESSIBILITY THREE YEAR PLAN: September 2022 – August 2025



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Area	Current Accessibility	Proposed Improvement	Lead	Target Timeframe	Remarks
Increasing the Extent to which Disabled Pupils can participate in the School Curriculum					
Open Days/Individual visits/Admissions events/Assessment days	<ul style="list-style-type: none"> ❖ Reception not easily accessible due to stairs; ❖ Heads office has small step ❖ Boniface Hall has small step ❖ The Thomas Arnold Hall is fully accessible ❖ One-to-one tours and/or support if required based on disability ❖ Support from Learning Support Department to current Schools to ensure that all candidates receive appropriate adjustments for tests such as extra time or use of laptops ❖ Online Open Day material including tours ❖ Online admissions package/forms 	<p>Better access to Heads office/Hall</p> <p>Install Hearing Loop in Boniface and Thomas Arnold Halls</p>	<p>Estates</p> <p>Estates/IT</p>	<p>Jan 2023</p> <p>Sept 2024</p>	<p>Review Cost Associated</p>
Examinations	<ul style="list-style-type: none"> ❖ Support from Learning Support ❖ Support from the Wellbeing Hub ❖ Separate room if necessary ❖ Monitoring of performance ❖ Examination laptops available ❖ Exam rooms available on Ground Floor; including Sports Hall/Thomas Arnold Hall ❖ Large clocks in exam halls 				
Educational Support	<ul style="list-style-type: none"> ❖ Learning Support Department central to School – 4 Learning Support teachers ❖ Learning support assistants and EAL assistants available ❖ One-to-one and Group sessions ❖ Screening for learning concerns ❖ Requests to parents to disclose disabilities ❖ Regular specialist visits to the School ❖ Online joining pack ❖ SEN awareness training to teaching staff ❖ Training sessions during INSET 	<p>Review location of Learning Support to a more accessible (ground floor) location</p> <p>Ensure provision is adequate in light of increased numbers.</p> <p>Additional sessions on specific disability areas</p>	<p>Estates/SLT</p> <p>Learning Support</p> <p>Learning Support</p>	<p>Sept 2024</p>	

Games/Sports	<ul style="list-style-type: none"> ❖ Individual risk assessments ❖ Wide choice of activities, allowing pupils to participate in activity of choice (from Year 10) ❖ Ground floor access to Sports Hall and changing facilities ❖ Staff are made aware of a pupil with particular needs and advised of equipment that may assist in a specific child's participation 	<p>Review of Sports Provision</p> <p>Review sports facilities and identify areas for improvement</p>	<p>Sports Dept</p> <p>Sports Dept/Estates</p>	<p>Sept 2023 – 24</p> <p>Following Review</p>	
Curriculum	<ul style="list-style-type: none"> ❖ Room timetabling child specific where possible ❖ Activities modified for physical disabilities as necessary ❖ Training provided for pupil specific requirements on admission to School ❖ New staff induction to include arrangements for specific pupils ❖ Teaching staff liaise with Tutor regarding concerns ❖ Focussed Tutor/House system ❖ Use of Firefly to enable flexible and remote learning. 	Curriculum review to consider disabilities	Deputy Head Academic		
Trips and Visits/Residential trips	<ul style="list-style-type: none"> ❖ Review of suitability of venue ❖ Individual risk assessments and liaison with medical team ❖ Staff trained on Emergency first aid at work courses ❖ Flexibility of trips programme depending on needs 	Develop online trips system that highlights additional needs	Assistant Head – Pupil Development (EVC)		
Parents Evenings	<ul style="list-style-type: none"> ❖ Parents offered online appointments via 8x8 if they are unable to attend in person ❖ Parents invited to advise school of any access requirements 	Review access to significant locations – Sports Hall, Boniface Hall, Thomas Arnold Hall and Library	Estates		
Classroom Layout	<ul style="list-style-type: none"> ❖ Layout can be changed as necessary to allow for a pupils' specific needs ❖ Training provided on any relevant equipment 	Ensure that all pupils have same access to teaching and learning (use of technology)	Deputy Head Academic		

	❖ Use of Firefly available if necessary				
Improving the Provision of Information to Disabled Pupils					
Hearing	<ul style="list-style-type: none"> ❖ Special fire detector heads with flashing lights installed in some areas ❖ Use of specific Hearing aids for pupils ❖ Learning Support Dept provides specific information and training ❖ iSAMS allows sharing of relevant information between staff allowing better provision for the pupils 	<p>Consider the installation of Hearing Induction Loops in certain areas</p> <p>Review Fire Detection throughout School</p>	IT Estates	Ongoing	
Sight	<ul style="list-style-type: none"> ❖ Alert parents if identify reduced vision and ask that they are retested by specialist; ❖ iSAMS allows sharing of relevant information between staff allowing for better provision to the pupils. ❖ Guidance to staff on use of projected text ❖ Improved lighting around school campus 	<p>New accessible website</p> <p>Review signage</p>	SLT Estates	Sept 2023 Ongoing	
Motor Skills	<ul style="list-style-type: none"> ❖ Laptops for those requiring them in lessons ❖ Child specific support provided ❖ Laptops in exams, policy regularly updated to reflect developments in exam regulations. 				
Improving the Physical Environment of the School					
Reception/Admissions	<ul style="list-style-type: none"> ❖ Not accessible due to steps leading to building ❖ Gravel approach 				
Heads Study	<ul style="list-style-type: none"> ❖ Stepped access at lower door ❖ Gravel approach 	<p>New ramp</p> <p>Consider change from gravel to level surface</p>	Estates Estates	January 2023	
Music/Chapel	<ul style="list-style-type: none"> ❖ Ground Floor accessible including rehearsal room and classroom ❖ First floor – inaccessible 				
Boniface Hall	<ul style="list-style-type: none"> ❖ Gravel approach to main door and small step 	New Ramps (both entrances)	Estates	January 2023	

	<ul style="list-style-type: none"> ❖ Tarmac approach to rear door, but two steps ❖ No Hearing/Induction Loop installed 				
Boniface Toilets	<ul style="list-style-type: none"> ❖ Accessible staff/visitor toilets 	Check turning area in toilets	Estates		
Townroe Lodge	<ul style="list-style-type: none"> ❖ Ground floor – accessible including Head of Sixth Form office ❖ First Floor – inaccessible 				
Weymouth	<ul style="list-style-type: none"> ❖ Ground Floor – accessible including changing facilities ❖ First Floor – inaccessible 	Review location of Learning Support Department	Estates/SLT		
Thomas Arnold Hall/Harness Room	<ul style="list-style-type: none"> ❖ Fully accessible ❖ No Hearing/Induction Loop installed 	Install Hearing/Induction Loop	Bursar		
Estates/Grounds Dept	<ul style="list-style-type: none"> ❖ Stepped access throughout and uneven flooring – not accessible 				
The Bursary	<ul style="list-style-type: none"> ❖ Level access to entrance and ground floor ❖ First floor not accessible 				
Photography	<ul style="list-style-type: none"> ❖ Level access to entrance and ground floor ❖ Stepped access to Studio ❖ First floor not accessible 	New Ramp to Studio	Estates		
Art Block	<ul style="list-style-type: none"> ❖ Stepped access throughout – not accessible 	Review if ramp possible to give access to ground floor	Estates		
Sports Hall/Gym	<ul style="list-style-type: none"> ❖ Level access to entrance and ground floor ❖ First floor not accessible 				
No 29	<ul style="list-style-type: none"> ❖ Level access to entrance and ground floor ❖ First/Second floor not accessible 				
Robert Hope	<ul style="list-style-type: none"> ❖ Level access to entrance and ground floor ❖ First/Second floor not accessible 				
MacDonald Block	<ul style="list-style-type: none"> ❖ Level access to entrance and ground floor 				

	❖ First/Second floor not accessible				
Wessex Science Centre/Library	❖ Fully accessibly – Lift installed for access to first floor				
Drama Hut	❖ Stepped access throughout – not accessible				
Design Technology	❖ Level access to entrance and ground floor (including three classrooms and Workshop) ❖ First Floor not accessible				
Dining Room/Staff Room	❖ Level access to entrance and ground floor ❖ Staff room (First Floor) not accessible				
School House	❖ Stepped access throughout – not accessible	Review if ramped access can be provided to the Drama studio/classroom	Estates		Building old/listed. Houses a number of classrooms – very difficult to improve
The Foundry	❖ Level access throughout				
The Gallery	❖ Level access throughout				
The Gallery Classrooms	❖ Stepped access throughout – not accessible				Building old/listed
Boniface Boarding House	❖ Stepped access throughout – not accessible				Building old/listed and very difficult to improve
St Monica Boarding House	❖ Level access to entrance and ground floor ❖ Disused lift shaft/lift ❖ First/Second Floor not accessible	Review lift and potential to recommission	Estates		
Stratton Boarding House	❖ Stepped access to main door ❖ Level throughout Ground Floor ❖ First floor not accessible	Ramp access to main door	Estates		
Ivy Boarding House	❖ Step access to main door ❖ First/Second floor not accessible	Investigate possibility of ramp access	Estates		

The Health and Wellbeing Hub	<ul style="list-style-type: none"> ❖ Stepped access to Ground Floor ❖ First Floor not accessible 	Install new ramp	Estates	Jan 23	Building Old/Listed – very difficult to improve. Services can be offered in Ground Floor rooms.
Prep School (Main Building)	<ul style="list-style-type: none"> ❖ Level access to Ground floor ❖ Stepped access to Hall – not accessible ❖ Stepped access to Dining Hall (accessible via alternative entrance) ❖ Stepped access to first floor classrooms- not accessible ❖ Stepped access to changing rooms – not accessible 	Investigate if ramps can be utilised	Estates	Jan 23	
Nursery	<ul style="list-style-type: none"> ❖ Not accessible – stepped access throughout 				
Pre-Prep	<ul style="list-style-type: none"> ❖ Accessible 				
Prep Science	<ul style="list-style-type: none"> ❖ Stepped access – not accessible 				
Prep Music	<ul style="list-style-type: none"> ❖ Ground floor accessible 				
Campus	<ul style="list-style-type: none"> ❖ Paths around site are generally large and on one level ❖ Improved lighting on main walkways ❖ Direction signs ❖ CCTV ❖ Pedestrianisation plan in place for main car park areas 				