



# Pilgrims School

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## Disability Access Policy

January 2020

Next review date: January 2021



Please note: 'School' refers to Early Years Foundation Stage (Little Pilgrims and Nursery) and Pilgrims Main School.

## **Introduction**

Pilgrims Pre-Preparatory School (PPPS) is an independent, fee paying School. The PPPS community includes all pupils, all members of staff, parents and Governors. PPPS is committed to equality of opportunity for all current and prospective members of its community. The school welcomes applications from prospective pupils with and without additional needs, including those with Individual Health Care Plan (IHCP) and Educational Health Care plan (EHCP). This is the School's primary Disability Access Plan. The plan has three inter-linked elements:

Improvements in access to the curriculum by:

- Providing for all pupils a curriculum which is appropriate to their needs
- Ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from it

Physical improvements to increase access to education and associated services by:

- Ensuring that all the School buildings and grounds are fully accessible to pupils with mobility, sensory and other impairments
- Providing appropriate educational equipment and physical aids to ensure that educational programmes in the School can be fully accessed by all pupils

Improvements in the provision of information in a range of formats for disabled pupils by:

- Providing for pupils and their parents/carers, information about the School and its curriculum in a format that takes account of any disabilities

PPPS seeks to achieve a successful fit between the School and its pupils through its Admissions Policy. A copy of our Admissions Policy is available on request.

Before accepting a pupil onto the School roll, PPPS wants to be confident that it can support the prospective pupil and his or her peers in achieving their potential. Parents are expected to support the School and to trust us. We are honest with parents about what the school can and cannot provide; we ask parents to be honest with us and to be open about any issue relating to their children. The School requires full written details of any known disability or special educational needs which may affect the child's ability to take full advantage of the education and opportunities provided at Pilgrims School. We look for children who will thrive at PPPS and who will contribute to the School Community.

PPPS's Policy is to apply the Admissions Policy to all pupils, regardless of any disability of which the School is aware, and to make reasonable adjustments to accommodate pupils, parents and visitors with disabilities.

In determining what is reasonable the School will have regard to:

- The financial resources available to the School
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided via an IHCP / EHCP, or by provision paid for outside the School's resources

- Health and Safety requirements
- The interests of other pupils

Parents or guardians of children with disabilities or additional needs are expected to notify the School of them at the point of registration. If these are not known at the time, the School should be notified as soon as they are recognised. Prior to any interview or visit, parents will be asked to provide copies of any professional reports e.g. Educational Psychologist's report or professional reports from other agencies or an IHCP / EHCP. **Early notification is of great value, as it will enable the School to liaise with parents and/or existing schools to establish what reasonable adjustments can be made at PPPS to support any member of the school community.**

PPPS values all members of its community; all pupils, including those with additional needs, play a full part in its activities, participating in sports, plays, music and trips. Adaptions for a pupil's participation in these activities are provided for through his or her Individual Provision Plan (IPP), Individual Care Plan (if medical), and Personal Emergency Evacuation Plan (PEEP), general / specific risk assessment or an amalgamation.

As part of the Admissions' process, staff may meet with parents to discuss whether or not a prospective pupil will be able to access the curriculum and what reasonable adjustments can be made to facilitate this. In determining this, the School may advise additional assessments for further clarification. If after consultation, the School decides that it cannot discharge its legal and moral responsibilities to educate the prospective pupil and/or its contractual duties to the parent(s), PPPS will be unable to offer a place.

If the School, following discussions, is satisfied that with reasonable adjustments (and/or additional support provided from outside the School's resources) the prospective pupil can participate in the School, then, subject to availability, a place will be offered. Where the school agrees to provide additional services or equipment, parents may be charged for this service at a level which reasonably reflects the cost to the School of providing the service.

Most pupils stay at the School for many years. It is possible that a pupil may become disabled or his or her additional needs may be identified, or become more serious. Continuing communication between parents and staff is vital to ensure that reasonable adjustments can be made to facilitate the pupil's participation in School. If a child requires additional support for education or physical needs, PPPS may ask for outside agencies to be involved to offer advice and support.

If the School decides that it can no longer provide an environment suitable for the pupils to participate and thrive, it will consult with parents and where appropriate PPPS will request and support the move of the pupils to another educational establishment that is more suited to the child's individual needs.

If a condition develops during the career of a member of the school community, discussion will be initiated to consider the best means of support.

PPPS is self-funded and does not have a large financial base. All improvements to the School have to be funded from its activities and there are budgetary constraints on development and adaptations.

The School Disability Access is managed by the SEND Coordinator and the Estates and Property Manager. They consult with the Headteacher and others as appropriate. The Estates and Property Manager and SEND Coordinator report directly to the Leadership Team and the School Committee. In addition, advice and input are sought from the School Nurse and those professional advisors deemed appropriate.

The Estates and Property Manager and SEND Coordinator's responsibilities are:

1. To review the School's policies, procedures and facilities to maximize accessibility to the School by those with additional needs on an annual basis
2. To make recommendations to improve accessibility by means of reasonable adjustments and by planning future improvements and by preparing and reviewing this plan
3. To revise the Schools Disability Access Plan
4. To monitor the implementation of this Plan and to review as necessary, and at least every 3 years

The Estates and Property Manager and SEND Coordinator have reviewed this plan. In doing so, they have given consideration to the following issues:

## **Admissions**

The School's Admissions Policy is kept under regular review.

Before offering a place, the School must feel reasonably sure that it will be able to educate and facilitate the development of the prospective pupil to the best of his/her potential and in line with the standards achieved by the pupil's peers. The School operates an inclusion policy which it believes enriches School life, but the prospective pupil must be able to access the mainstream curriculum at an age appropriate level. The School will make reasonable adjustments to cater for the needs of applicants while giving equal importance to ensuring that no other pupil's education is impaired. Pilgrims School aims to intervene earlier if a child is struggling.

In deciding whether to offer a place, PPS will be mindful of its responsibilities in meeting the needs of its existing pupils. We are committed to supporting learning. Additional in class support is provided by TA's and HLTA's. Withdrawal for learning support is available on a 1:1 basis and in small groups but is at an additional cost. We provide support for students with a range of abilities, but the School acknowledges that it may not be able to provide the level of specific support required by some children.

At PPS we are particularly mindful of the importance of home-school links. The SEN policy highlights working in partnership with parents. This plays a big role in enabling children with SEN to achieve their potential. The School recognizes that parents hold key information and have the knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them.

## **Adjustments to the School Buildings and Grounds**

The main school was purpose built in 2000 and was designed with disability access in mind. The same principles were applied when the adjoining Little Pilgrims unit was built and opened in 2008. Both buildings are single storey with all parts accessible to users in wheelchairs, walking frames or any other disability. Light colours are used throughout the school and standard flooring is laid throughout the main corridors.

We are committed to continually assessing whether additional provisions are required to improve disability access to the site. A plan of the School is contained in Annex A.

There is an ongoing commitment to upgrade facilities to enable all pupils to work in a safe and comfortable environment.

## **Access to Education, Sport, Recreational Activities, Trips and Camps**

As part of the Disability Access Plan, the School has researched common forms of physical, medical and cognitive disabilities in order to gain a greater understanding of the major issues facing pupils with these conditions, and practical methods of supporting them. As a result of

this research and our experience of supporting pupils with additional needs, it is clear that pupils tend to have a range of needs. Individual programmes of support need to be prepared for them and reviewed on a regular basis. The School will continue to collate up to date information on disability.

## **Access to the Curriculum**

Children in Main School are taught in their academic year group in the same classroom.

## **General inclusion**

The requirements of any pupil with additional needs admitted to PPPS will be discussed with the Headteacher, SENDCO, class teachers and teaching assistants and special provisions will be made. In some cases, the School may ask parents to pay for a learning support assistant provided by the School to support the delivery of the curriculum. With differentiation in mind, any particular needs will be discussed and consideration given to ensuring the success of the pupil and the rest of the class.

The PPPS ethos, organisation and culture encourage and support pupil participation.

## **Staff training**

It is stipulated in the SEN Code of Practice; "All teachers are teachers of children with special educational needs. Fifteen percent of children are deemed likely to have a special educational need at some point in their school career". All teaching staff are expected to have the skills required to teach pupils with additional educational needs and this is supported by a programme of Inset training which focuses on learning styles, specific multi-sensory approaches and social support strategies. Where a child has medical needs additional specialist support may be needed to support the staff. If a member of staff is required to provide support, Pilgrims School will ensure that they will receive the appropriate training.

## **Physical access and access to activate requiring manual dexterity**

Every effort is made to make all sport and other school facilities accessible to pupils with disabilities.

A Fire Risk Assessment was carried out **on 11th January 2018** and this did not highlight any matters that would disadvantage the disabled pupil. The school will continue to consider whether a particular disability might compromise safety in the event of a fire.

All new furniture and equipment purchased for teaching / assisting children will be considered as to the suitability of its use by pupils with disabilities, and every reasonable effort will be made to purchase equipment that meets the need of such pupil in a better way than the existing equipment it replaces.

Any new building will be designed and constructed with disability access as a key factor.

## **Outside Service Providers**

When educational sessions are run by outside parties, they will be made aware of pupil's additional needs. The School will provide detailed information and any assistance possible.

## **Trips**

The medical needs of all students are considered carefully when deciding on trip locations, transport arrangements and whether extra support staff are required. This is part of the risk assessment process and it is carried out in conjunction with parents.

## **Diet and Medication**

Pilgrims School provide excellent hot meals daily and within the limits of our catering facilities, a number of options are available and it is possible to accommodate the needs of many on special diets. The School should be notified in writing, and a meeting can be arranged to discuss specific requirements with the Catering Manager where appropriate.

The School employs a part-time nurse and staff who are First Aid qualified. Medication will be administered in line with the Administration of Medicine policy.

## **Welfare**

Pilgrims School has a long tradition of inclusion, valuing and accepting differences. Our school values and aims support this approach and are in the Parent and Staff handbook.

If any pupil feels excluded or subject to bullying, the School takes this very seriously. All pupils are made aware of the School's Anti-bullying Policy and are reminded regularly of it. Pupils are encouraged to speak to teachers about any concerns, to feel empowered to challenge unfairness on their own behalf and on behalf of others. The PSHEE curriculum addresses themes of self-esteem, peer pressure, individual strengths, rights and differences as well as specific topics of disability.

Teachers seek and receive feedback from the Headteacher and others on the pupil performance, and where concerns are expressed, they address these problems directly with the pupil and/or their parents and develop strategies to support them. The SENDCO liaises regularly with class teachers, support staff, parents and pupils. The class teachers will contact the SENDCO if they have any concerns and he/she will initially carry out some observations and give advice.

If staff consider it appropriate, they make recommendations to parents for a meeting with the SENDCO who may arrange for tests to be carried out by an external specialist.

If parents believe that their child has been unfairly treated by the School they may utilise the published Complaints Procedure which is available from the School.

## **Access to Information**

Pilgrims School is committed to ensuring that information is readily accessible by all relevant users. The school continually seeks ways to improve access.

Information is shared with users via a range of media. These include email, text, paper based, verbal and through the school website. Requests for alternative communication methods, due to disability, such as large print, would be discussed with the user and accommodated where possible.

Where a specific need is identified, the school will endeavour to take on board support from the relevant outside agencies and / or provide staff training to meet the need. An example of this is the whole school approach to sign language to meet the needs of pupils with hearing and language impairments.

The School will plan / invest in classroom technology to better facilitate communication to pupils with SEN and disabilities. Specific attention will be given to enable:

- Clear provision of images and text
- Use of high-quality audio / visual materials
- Easy dissemination of information i.e. using Smartboards / iPads

## **Awareness and monitoring of the Disability Access Policy**

The Policy has been prepared by the Estates and Property Manager and SENDCO and endorsed by School Committee. Copies are disseminated to all teaching staff and those involved in the Admissions' process. Parents of existing pupils have been advised of this policy via the School's website and the School supplies copies of this policy to all who request it. Reference to this plan will be made in the School Admissions' literature and copies are supplied on request. Copies are available on the shared drive and in the policy folders in the staff room (LP and Main school) and Reception.

The Estates and Property Manager and SENDCO regularly monitor the implementation of this plan and to revise it annually. The Headteacher reports on the activities of the Estates and Property Manager and SENDCO and implementation of the plan to the School Committee at least annually.

The SENDCO will also liaise with the relevant department managers to ensure the plan meets the needs of all the children, and will update the plan where necessary. The Disability Access Policy will be reviewed by the Curriculum Committee on an annual basis.

Those pupils with special needs are part of the community at PPPS. This plan is a mechanism to improve inclusion. Most of the support mechanisms for disabled pupils and those with additional needs are already in place and physical alterations to the premises will be made as required.

## **3-Year Accessibility Plan**

Pilgrims School prepares a 3-year Accessibility Plan, which is monitored and updated on a regular basis. The aim of the plan is to improve the extent to which pupils with disabilities can participate in all aspects of school life. Please see Appendix B

**Reviewed /Approved by Curriculum Committee: March 2018**

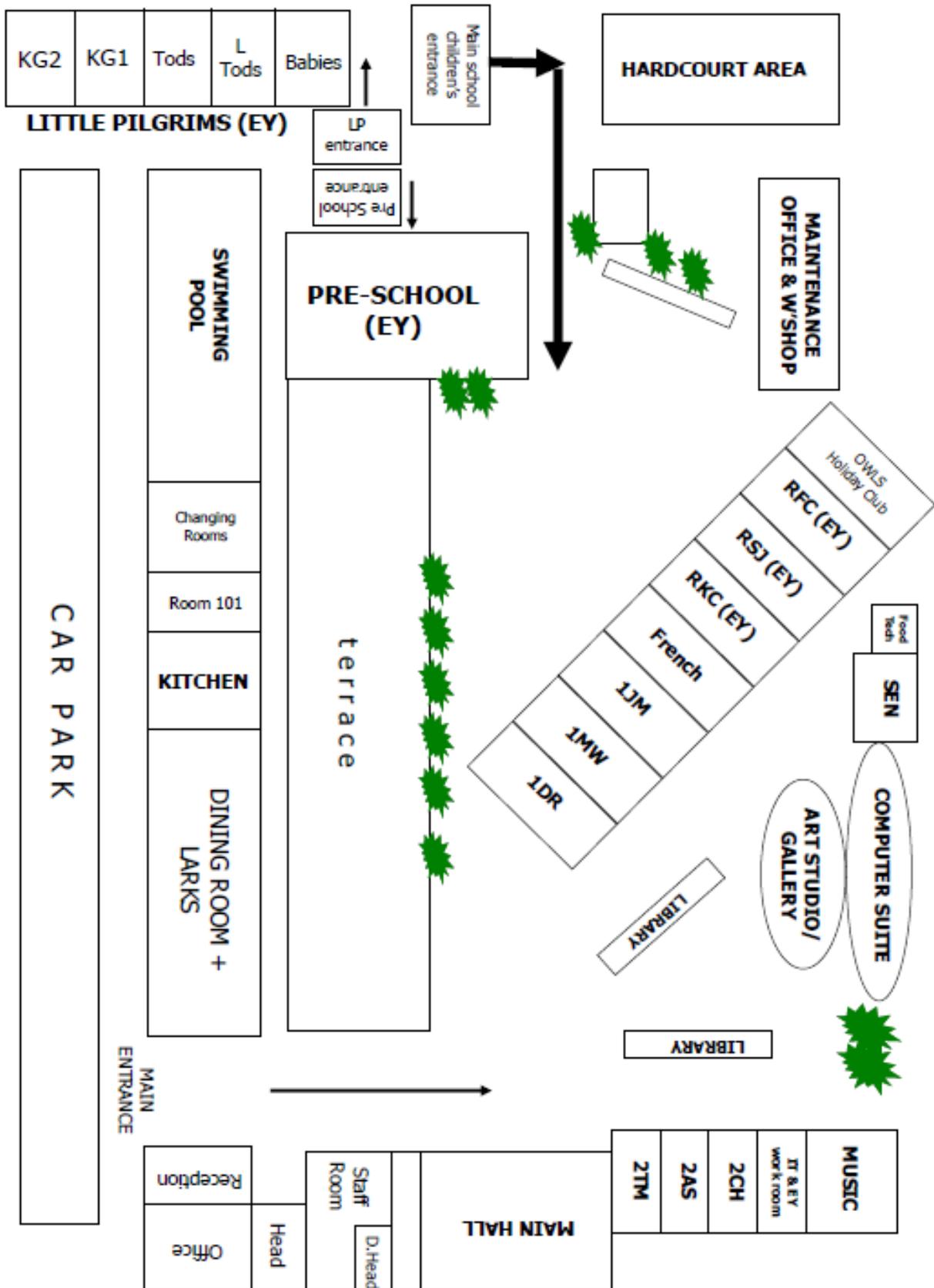
**Lucy Nightingale**

Estates and Property Manager

**Jacqueline Morales**

SENDCo

# APPENDIX A – Plan of School



**APPENDIX B**

**Pilgrims Pre-Preparatory School Accessibility Plan – 2018-2021**

<b>ACCESSING THE CURRICULUM</b>					
<b>Target</b>	<b>Tasks</b>	<b>Timescale</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Monitoring</b>
Create effective learning environment for all children	Ensure all classrooms and resources are organised in order to meet pupils needs  Review areas outside classrooms e.g. dining room, library etc.	Ongoing	PM reviews Non-contact	All staff	Year group leaders / Room leaders / Line managers
Ensure lessons have appropriate levels of differentiation	Carry out learning walks and lesson observations – provide feedback to inform training needs	Ongoing	Non-contact Staff meeting	All teaching staff	SLT
Develop whole school approach to signing	Establish weekly signs to include in main school assemblies and LPs INSET training for all staff	Introduced in 2013/14 On-going	Posters IT Sign language package	CP	Head / SENDco
Ensure playground and lunchtime staff are aware of children who have specific needs and are able to provide necessary support	Meet with relevant staff to discuss various children's needs Identify key strategies to support children at playtime	Spring 2018 On-going copies of IEPs and IBPs given	Non-contact /INSET training session	LL / SENDco	Deputy Head
Provide access to IT suitable for a range of needs	Review IT resources in line with identified needs Train staff in the use and purpose of IT resources	Ongoing	IT action plan	TM	Deputy Head
Ensure all policies consider implications for Disability Access	Review policies to include implications for Disability Access Share any changes with all staff	2018/19	Non-contact Staff meetings	Department Managers / subject coordinators	SLT
Review participation in extra-curricular activities to ensure they are accessible to all pupils	Audit participation in extra-curricular activities and identify any barriers.	Ongoing	Impact of equipment Additional staffing?	SQ / DR	SLT

<b>ACCESSING THE PREMISES</b>					
<p>Ensure that all the school buildings and grounds are fully accessible to pupils with mobility, sensory and other impairments</p> <p>Provide appropriate educational equipment and physical aids to ensure that educational programs in the School can be fully accessed by all pupils</p>	Continually assess whether additional provisions are required to improve disability access to the site.	Review annually		Deputy Estates and Property Manager	Estates and Property Manager
	As the School is redecorated, the lighting and colour contrast of finishes will be reviewed to aid orientation around the School.	In line with estate plan		Deputy Estates and Property Manager	Estates and Property Manager
	Any new building works will be designed and constructed with disability access as a key factor	In line with estate plan		Deputy Estates and Property Manager	Estates and Property Manager
	All new furniture and equipment purchased will be considered as to the suitability of its use by pupils with disabilities.	Ongoing		Deputy Estates and Property Manager	Estates and Property Manager
	Any requirements for educational equipment identified by the SEND team (or any other member of the school community) will be assessed and will be accommodated where reasonable. A contribution to cover the costs may be requested from the parents.	Ongoing		All teaching staff / SENDCo	SENDCo / Estates and Property Manager

<b>ACCESSING INFORMATION</b>					
<p>Increase the range of media used to disseminate information meeting the needs of all relevant users.</p> <p>Investigate the way all information is produced, formatted and displayed throughout school to meet the needs of all users.</p>	Ensure digital screens at main reception displays updated and relevant information in a manner accessible to all	Termly	No cost	Marketing	Head / Deputy
	Newsletter to include more photographic content	Half termly	Photographs Graphic package updates	Head / Marketing	Head
	Use of sign language throughout school to meet the needs of relevant pupils / signing grace at lunchtimes	On-going		CP / all staff	SLT
	Review in house information leaflets and hand-outs.	Ongoing as required		Teaching staff / Marketing	SLT
	Ongoing development of school website.	Termly review meeting	As per action plan	Marketing	Marketing Com