



DORSET HOUSE SCHOOL

SPECIAL EDUCATIONAL AND DISABILITY ACT ('SENDA') 3 YEAR ACCESSIBILITY PLAN A15

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1. INTRODUCTION

In accordance with Schedule 10 of the Equality Act 2010, the school is required to have a 3 year accessibility plan which addresses:

- How we plan to increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum;
- How we can improve the provision of information to disabled pupils (which is already in writing for pupils who are not disabled); and
- How we can 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 of the school.

The Equality Act defines disability as follows: '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.

We value the diversity of the school community and appreciate the contribution that pupils with special educational needs and/or disabilities can bring to school life; we therefore seek to remove barriers to entry for pupils with special needs and/or disabilities.

2. ACCESS TO THE CURRICULUM

PLEASE REFER TO OUR 'LEARNING SUPPORT' AND 'ENGLISH AS AN ADDITIONAL LANGUAGE' POLICIES FOR FURTHER INFORMATION.

We are a non-selective preparatory school which prepares most pupils for the Common Entrance examinations at age 13. Pupils receiving help from the Learning Support staff are still candidates for Common Entrance, though this may be modified. In a few cases, pupils with severe and specific learning difficulties can be catered for on the understanding that they move to an appropriate secondary school without the need to take the Common Entrance exam. We aim to provide pupils with special needs the greatest possible access to a broad and balanced curriculum alongside their peers. This includes those pupils with statements and those for whom English is an additional language.

Providing all pupils with access to the curriculum is an ongoing and continuous process. Our plan for the next 3 year period (1st January 2015 – 31st December 2017) is as follows:

	ACTION	TIMESCALE
1.	Assessment of new pupils for learning difficulties	Ongoing
2.	Provision of appropriate additional support <ul style="list-style-type: none"> • Teachers provide differentiated support in the classroom • One to one or small group lessons are provided by the Learning Support team 	Ongoing – in response to individual needs Ongoing – in response to individual needs

	<ul style="list-style-type: none"> Recruitment of additional staff or use of outside specialists according to the pupils' specific needs 	Ongoing – in response to individual needs
3.	Liaison with outside agencies according to the needs of individual pupils	Ongoing – in response to individual needs
4.	Teaching assistant and teacher INSET and other training to cover awareness and support for pupils with specific learning difficulties and / or disabilities	Ongoing – in response to individual needs
5.	Use technology to provide greater access to the curriculum <ul style="list-style-type: none"> iPad and appropriate apps to be provided to the Learning Support department 	Ongoing iPad and apps provided January 2015

These action points are unchanged on our prior 3 year plan and represent our aim to continue to enhance access to our curriculum in accordance with the specific needs of our pupils. Improvements achieved during the period 1st January 2012 – 31st December 2014, for each of the above action points, are as follows:

	ACHIEVEMENT	DATE COMPLETED
1.	SIDNEY (screening and intervention for dyslexia and numeracy in the early years) programme put in place for pupils joining Pre-Prep 1 Speech Link (for the assessment and intervention of speech, language and communication needs) put in place	September 2011 September 2014
2.	Appointment of a SENCO for the Pre-Prep Creation of a Learning Support room within the Pre-Prep Specialist speech therapist recruited Additional teaching assistants employed for the Pre-Prep	September 2012 September 2012 April 2014 September 2013
3.	Liaison with UKYAP (UK Young Autism Project)	January 2012 - date
4.	Termly INSET and issues / points to be aware of covered at bi-weekly staff meetings	Continuous

3. PROVISION OF INFORMATION

The improvement of the delivery of information to disabled pupils is, similarly, an ongoing process and, in part, in response to specific needs as and when they arise. Our 3 year plan is as follows:

	ACTION	TIMESCALE
1.	Provision of information / work for pupils unable to attend school <ul style="list-style-type: none"> Send work via email Establish VLE 	Ongoing – as required By 2017
2.	Increase information available on the web-site <ul style="list-style-type: none"> Add parent portal Review functionality and content of parent portal 	Added May 2010 2015/16

3.	Use clarion call and email to improve home / school communication	Ongoing – (Clarion Call added 2010)
4.	Use technology to assist in the provision of information as required <ul style="list-style-type: none"> Increased font size / formatting for communications, as required Delivery of information in different ways eg oral 	Ongoing – in response to individual needs as required

4. PHYSICAL ENVIRONMENT

Dorset House occupies a rural site in West Sussex. The administrative, catering & dining and boarding facilities are situated in a 12th century Manor House, spread across three floors. Two separate teaching blocks house the Pre-Prep (built circa 1960) and the Prep (built 2005). Both teaching blocks have two storeys; classrooms in the Pre-Prep are configured by year group together with dedicated rooms for Art, Science and IT, and classrooms in the Prep are configured by subject. None of the buildings have lifts and planning constraints and / or financial resource limitations prohibit the installation. The school is also situated on undulating ground. Taken together, these factors mean that, in their current configuration, our site and buildings are intrinsically problematic to disabled access.

We do, however, make every attempt we can to make reasonable adjustments for disabled access – this includes both those adjustments which are financially and structurally possible and those adjustments which are of a very short term nature. For example, we will provide auxiliary aids as and when required. In planning development or improvements to our facilities, we also seek to ensure that new developments will include good disabled access.

	ACTION	TIMESCALE
1.	Install ramps and other aids as and when required	Ongoing <ul style="list-style-type: none"> Ramp added to EYFS outside play area (April 2014)
2.	Reconfigure timetable / location of classes to accommodate, for a short period of time, a wheelchair bound pupil	Ongoing – as required (Wheelchair bound pupil successfully attended school for 3 weeks in summer term 2014)
3.	Improve facilities in disabled WC <ul style="list-style-type: none"> Add emergency pull cord / panic alarm 	Added January 2015
4.	Add hearing loops <ul style="list-style-type: none"> Incorporate in A/V installation in the Barn 	June 2015
5.	Consider and provide, as far as possible, for disabled access in all new developments on the site	As and when projects are undertaken