

# INCLUSION and DISABILITY POLICY

## THREE YEAR ACCESSIBILITY PLAN

**Primary person responsible for this policy:** Vicki Bromley (with David Bradbury (Headmaster) and Patricia Pieri (SENDCo))

**Job title:** Vicki Bromley

**Last review date:** July 2021

**Next review date:** June 2022

**Relevant ISI coding (if applicable) Part 3 17b**

**Circulation:** This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.

'Parents' refers to parents, guardians and carers.

## **Aims**

We are committed to providing an inclusive and stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life.

The Disability Discrimination Act – DDA (as amended by the SEN and Disability Act 2001) requires all schools to plan to increase, over time, accessibility to schools for disabled pupils.

Portland Place School and Alpha Plus are required to plan for:

- Increasing access for disabled pupils to the curriculum
- Improving access to the school's physical environment (buildings and school grounds)
- Improving written information for disabled pupils

At a legislative level there are three main strands for disabled pupils:

- The SEN Framework (the Education Act 1996 and the SEN and Disability Act 2001)
- SEN Code of Practice 0-25
- The Disability Discrimination Duties (Sections 28A-28C of the DDA 1995)
- The planning duties (Section 28D-28E of the DDA 1995)

The SEN Framework is designed to meet the special educational needs of individual children, some of whom may be disabled, who need provision that is additional to, or different from, what is normally available in schools. In general, children with Education and Health Care Plans (EHCP) can be educated at Portland Place School unless the parents do not want this or it will affect the provision of efficient education for other children. The School will demonstrate that there are no reasonable steps they could take to prevent this happening.

The SEN and Disability Act (2001) amended Part 4 of the Disability Discrimination Act (1995) by introducing new duties on schools relating to disabled pupils and prospective pupils. From September 2002, it has been unlawful for schools to discriminate against disabled pupils in their admissions and exclusions policies, education and associated services.

## **Duty under the Equality Act**

This plan fulfils the requirement for schools to have an accessibility plan for disabled pupils, as set out in the Equality Act 2010.

- **Not treat disabled pupils, staff, parents, carers and other people who use the school, or may wish to, less favourably;**
- **To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage;**

- **To prepare accessibility strategies and accessibility plans for increasing, over time, the accessibility of schools for disabled pupils.**

Please note that these duties are all 'anticipatory'; Portland Place School needs to consider the requirements of current and future disabled pupils. This means that schools are expected to make reasonable enquiries to find out whether children currently on roll, as well as those seeking admission, have a disability.

In line with the reasonable adjustments duty, Portland Place School will take reasonable steps to ensure disabled pupils aren't put at a disadvantage compared to other pupils. This covers all aspects of Portland Place School life, including extra-curricular activities, educational visits, and school trips.

In deciding whether an adjustment is reasonable, Portland Place School will consider:

- Available resources
- The practicalities of making a particular adjustment
- The effect on other pupils
- The health and safety of the disabled pupils and others and the interests of others

At the same time as setting priorities identified by disabled pupils, staff and parents, the school may need to set priorities that will help to improve the involvement of disabled pupils, staff and parents to inform better the next scheme.

### **Definition of disability**

A pupil is considered to have a disability if he or she has a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities. The SEND Code of Practice 2015 defines 'long-term' as 'a year or more' and 'substantial' as 'more than minor or trivial'. Disability includes sensory impairments and long-term health conditions.

### **Responsibilities**

Responsibilities include:

- Reviewing Portland Place School policies, procedures and facilities to maximise accessibility for disabled pupils.
- Making recommendations to improve accessibility by means of reasonable adjustment, by planning future improvements, and by preparing and reviewing this plan.
- Monitoring the implementation of this plan and reviewing it as necessary, and at least every three years.
- Ensuring staff and pupils are made aware of disability, understand its effects, and accept and support disabled pupils as a part of school life.

## **Disability Policy Review**

- to review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled and to prepare an audit of current provision
- to make recommendations with a view to improving accessibility of the school's education to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future by preparing an Accessibility Plan
- to review such plans and policies as necessary every three years

## **Special Educational Needs**

The Education Act states that 'children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them'. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability which prevents, or hinders, them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA;
- Are under compulsory school age and fall within the above definitions or would do so if special educational provision was not made for them.

For the purpose of the Disability Discrimination Act, Portland Place School is required to consider the needs of pupils in relation to physical adaptations, curriculum access and auxiliary aids and services. These areas also fall within the scope of the SEND Framework.

Portland Place School will always consider access issues when planning any work involving the alteration or improvement of school premises. We will make every effort to improve access for disabled people with funding sources linked to ensure the maximum benefit.

This Statement of Intent and Disability Discrimination Statement should be read in conjunction with our other related policies:

- Equal Opportunities
- Special Educational Needs
- Health and Safety
- Admissions

## **Admissions**

Admission to the school is selective via entrance exams and interviews though admission is based not simply on performance in academic tests.

Portland Place School endeavours to accept all pupils, regardless of any disability of which it is aware. The school asks parents if special needs should be taken into consideration. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as considered appropriate. This is to ensure that the school can provide the right environment for the child's academic and pastoral needs. The life of the school is enhanced by inclusive policies but equal importance must be given to ensuring that no pupil's education is impaired. Subject to this, the school will be sensitive to any requests for confidentiality.

All children will be expected to access the curriculum through good spoken or written English. This is not necessarily a condition of entry but EAL children will be expected to follow a course of intensive English outside of School to progress them to a point where this is possible.

The school will arrange special early admissions meetings with parents of disabled prospective pupils to discuss special arrangements.

Where pupils are found to have educational disabilities requiring specialised attention beyond the scope of the school's facilities, alternative provision will be suggested.

It is advised that parents with children who have mobility difficulties visit the school to assess the suitability. Due to its listed status, one of the School buildings does not have a lift and there are a large number of stairs to negotiate.

### **Links to other policies:**

- Admissions Policy via [Policy Portal](#)
- SEND Policy via [Policy Portal](#)

### **Delivery of the curriculum**

This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills;
- Providing a broad, balanced and relevant curriculum;
- Using flexible and responsive teaching and learning styles;
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society;
- Developing a close partnership with the whole community, particularly parents and carers;
- Providing and adapting equipment appropriate to the needs and age of the pupils.

We aim to be an inclusive school and offer equality of opportunity to all pupils within the school. These may include, but are not limited to;

- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees
- Pupils who have English as an additional language
- Pupils who have Special Educational Needs
- Pupils who have a disability
- Pupils who are Gifted and Talented
- Pupils who are Looked-After Children
- Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress.

We aim to provide a differentiated curriculum that meets the needs of all pupils by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment

We aim to provide a happy, healthy and safe school by:

1. Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils
2. Providing high quality pastoral care, support and guidance
3. Safeguarding the health, safety and welfare of pupils
4. Listening and responding to the concerns of children, parent and carers
5. Taking care to balance the needs of all members of the school community.

We secure inclusive education for our pupils by reviewing and evaluating what is done:

- Does each child achieve as much as they can?
- Are there differences in the achievements of different groups of pupils?
- What is in place for pupils who are not achieving their potential?
- Are our actions effective?
- Are all our pupils happy to be in school?

All members of our school community are valued and are offered wide ranging opportunities to enable high standards of achievement.

All policies within the school support and inclusion are reflected in school improvement planning.

The practice within school reflects our inclusive ethos from individual lesson planning, responding to pupil diversity, to material resources being used to support learning and participation for all.

### **Training**

Portland Place School will look to train or find courses for the teachers to attend in order to help with the inclusion of any child in the school. The training will either be internal or external depending on the needs of the child.

We also work with Local Authorities to ensure individual Support Staff are provided when necessary.

### **Classroom arrangements**

Freestanding tables and chairs in all classrooms mean that furniture could be rearranged easily to accommodate disabled students. Rooms are fitted with blinds, interactive whiteboards and speakers which might in future be of benefit to students with visual impairment. Carpeting throughout the school helps to keep the noise volume down to help children with impaired hearing. Lessons provide opportunities for all students to achieve, e.g. provision can be made for dyspraxic students to have sloping desk support.

### **Sports**

Sports and swimming facilities are outside or in buildings adapted for use by disabled pupils. Alternative arrangements would be made to transport disabled pupils who were not able to access the normal school coaches.

### **Delivering material in other formats**

Computing, printing, and photocopying facilities are available to produce large print information. The interactive whiteboards/touchscreens in each classroom enables a flexible approach to teaching and learning and allows the school to adapt, as necessary, to accommodate individual needs. The classrooms all have one or more computers and we have a large number of laptops in the school and enough for a whole class to use. Speech recognition and text reading software, adapted keyboards, reading pens, ipads are just some examples of how the curriculum can be accessed more easily for individual requirements.

Having a strong support team on site enables us to explore fully the breadth of experience we have in the school with regard to catering for different needs. All the learning support team interact with the class teachers fully to enable them to present, for those children with learning difficulties (or disabilities), a curriculum that is meaningful and enjoyable.

### **Visits**

School visits are open to all, provided the appropriate medical practitioner declares any individual with a medical condition is well enough to travel.

## **SCHOOL DESIGN**

### **Access to buildings**

The school occupies three buildings, one of which is Grade II listed. This particular building has 6 floors and no lift. There are two steps into the building from the front entrance. The other two buildings have a lift to all floors and no steps to gain access from outside. The 143 Great Portland Street building provides access to a disabled toilet and the lift is wheelchair accessible. The 101 Gt Portland St building lift is not wheelchair accessible.

**Emergency Evacuation**

The school could not provide emergency evacuation in the event of fire or other emergency for a wheelchair user at 56-58 Portland Place. An evacuation chair will be placed at 143 Gt Portland St and trained site staff will be able to assist with an evacuation. Fire alarm signals will be enhanced by the addition of visible signals to meet the needs of pupils with hearing difficulties and those affected will be supervised by a designated member of staff.

**Three-year plan**

The School has developed a three year plan (2020-2023) to address issues of disability access, within the limited scope offered by physical constraints of the building and its listed status. (See Appendix 1).

## **APPENDIX 1**

### **Accessibility Plan**

The Accessibility Plan has been drawn up with a view to enabling children with a wide range of disabilities to take full and active part in the school curriculum. In full consultation with parents and other interested parties e.g. educational psychologists, the SENDCo will identify the specific needs of the child and put into place an individual education plan. This plan will also identify reasonable adjustments that can be made to the school's facilities both physical and educational.

Ideally these discussions will take place well in advance of a child's entry to Portland Place School. This will provide adequate time for needs to be assessed and reasonable adjustments to be made. At all times the need to discuss formally the arrangements with parents/carers will be of paramount importance.

Special arrangements for entrance examinations will also be discussed at these meetings. These might include a laptop, large-print formats of entrance papers or additional time as stipulated in the educational psychologist's report. Portland Place School accepts that there is an important balance to be struck between the individual needs of the pupil and their desire to play a normal part in the interview and admissions process e.g. time spent with peers on the day is an important part of the occasion for all the children. Portland Place School takes special care not to inadvertently isolate any children with disabilities.

Staff INSET is a key part of Portland Place School's Accessibility Plan. The annual programme of training will continue to include whole staff sessions on meeting the needs of all children at Portland Place School and sharing best practice.

### **Welfare**

The school's policy is not to discriminate against pupils with disabilities. Pupils are made aware that children with disabilities have the same rights and aspirations as able-bodied pupils. Staff training will be arranged as appropriate.

As part of Portland Place School's own commitment to improving the delivery of the full academic curriculum to pupils with disabilities, Portland Place School has undertaken to provide information in a form accessible to children with a wide range of disabilities.

Regular reviews of the provision that we provide will take place and any necessary changes implemented. The health, safety and welfare of all pupils at Portland Place School are paramount to their education.

## SEND Accessibility Plan 2020-2023

The school has developed a plan to address the issue of disability access, within the limited scope offered by the physical constraints of the building and its listed status. This plan will be put into place when a child with a disability is registered at the school.

Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Target date/achieved
Visual impairment	<p>Training will be provided, where necessary for staff to meet the requirements of a visually impaired child.</p> <p>All font sizes will be increased where necessary on any documents.</p> <p>A screen magnifier will be provided in ICT lessons.</p> <p>Screen magnifier software will be available.</p> <p>Purchase necessary resources to increase pupil participation e.g. screen reader software.</p> <p>Lessons will be modified to meet the needs of the requirements of each individual.</p> <p>Ensure schemes of work in all subjects are accessible.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the child.</p> <p>Plan classroom according to the individual needs of the child.</p> <p>Incorporate accessibility into any proposed structural alternatives.</p> <p>Striped visibility strips on the stairs.</p> <p>Appropriate colour schemes will be incorporated, if necessary.</p>	<p>All policies will be amended, where necessary, to meet the requirements of a visually impaired child.</p>	<p>School documents will be available in an alternative format.</p> <p>Any documents sent home to parents with a visual impairment will be written in large print, Braille (additional printing and software would need to be purchased/outsourced) or will be in audio format.</p>	<p>The programme can be modified to facilitate participation. Staffing ratios will be adjusted.</p>	As needed

<b>Disability</b>	<b>Access to the curriculum</b>	<b>Environment e.g. building, classroom</b>	<b>Policies</b>	<b>Documents</b>	<b>Trips</b>	<b>Target date/achieved</b>
	School ethos of community to be developed to ensure all pupils feel welcome/valued.					
Speech/Language impairment	Training will be provided, where necessary, for staff to meet the requirements of each individual. Ensure schemes of work in all subjects are accessible. School ethos of community to be developed to ensure all pupils feel welcome/valued	A speaker may be necessary at times. Ensure resources are available for the individual to be able to communicate efficiently.	All policies will be amended, where necessary, to meet the requirements.		Sign language will be provided, if possible. Staffing ratios will be adjusted.	As needed
Mobility	Training will be provided, where necessary, for staff to meet the requirements of each individual. Staff training on disability awareness to reflect the needs of pupils in the school. Peer support scheme. School ethos of community to be developed to ensure all	Ensure all classroom/public areas are adjusted to meet the needs of the child. Plan classroom according to the individual needs of the child. Incorporate accessibility into any proposed	Ensure all policies consider the implications of disability access.	Documents can be given to parents in a variety of formats depending on their individual needs.	The programme can be modified to facilitate participation. Staffing ratios will be adjusted.	Ramp available. Classroom can be moved and bathroom facilities added.

Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Target date/achieved
	<p>pupils feel welcome / valued. Purchase necessary resources to increase pupil participation. Lessons will be modified to meet the needs of the requirements of each individual. Ensure schemes of work in all subjects are accessible.</p>	<p>structural alternatives. Ramp access to the front door. Adapt toilet facilities to provide access in all building.</p>				
Manual dexterity	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual. A scribe may be required. Purchase necessary resources to increase pupil participation. Lessons will be modified to meet the needs of the requirements of each individual. Ensure schemes of work in all subjects are accessible. Extra support will be needed.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the child. Incorporate accessibility into any proposed structural alternatives.</p>	<p>Ensure all policies consider the implications of manual dexterity.</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>The programme can be modified to facilitate participation. Staffing ratios will be adjusted, if necessary.</p>	<p>As needed.</p>

<b>Disability</b>	<b>Access to the curriculum</b>	<b>Environment e.g. building, classroom</b>	<b>Policies</b>	<b>Documents</b>	<b>Trips</b>	<b>Target date/achieved</b>
Physical co-ordination	Training will be provided, where necessary, for staff to meet the requirements of each individual. A scribe may be required. Purchase necessary resources to increase pupil participation. Lessons will be modified to meet the needs of the requirements of each individual. Ensure schemes of work in all subjects are accessible. Extra support will be needed.	Ensure all classroom/public areas are adjusted to meet the needs of the child. Incorporate accessibility into any proposed structural alternatives.	Ensure all policies consider the implications of physical co-ordination.	Documents can be given to parents in a variety of formats.	The programme can be modified to facilitate participation. Staffing ratios will be adjusted, if necessary.	As needed.
Memory, concentration, learning, understanding (including recognition of physical behaviour)	Training will be provided, where necessary, for staff to meet the requirements of each individual. Extra lessons, support, strategies will be implemented to ensure the needs of the individual are met. Regular meetings with specialists to ensure needs are met. Ensure schemes of work in all	Ensure all classroom/public areas are adjusted to meet the needs of the child. Incorporate accessibility into any proposed structural alternatives. Plan classroom according to the individual needs of the child.	Ensure all policies consider the implications of memory, concentration, learning, understanding (including recognition of physical behaviour)	Documents can be given to parents in a variety of formats.	The programme can be modified to facilitate participation. Staffing ratios will be adjusted.	Individual lessons provided. Advice given to parents.

Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Target date/achieved
	<p>subjects are accessible. Lessons will be modified to meet the needs of the requirements of each individual. Purchase necessary resources to increase pupil participation. Peer support scheme. School ethos of community to be developed to ensure all pupils feel welcome / valued.</p>					
Contenance	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual. Peer support scheme. School ethos of community to be developed to ensure all pupils feel welcome / valued.</p>	<p>Ensure all classroom/public areas are adjusted to meet the needs of the child. Incorporate accessibility into any proposed structural alternatives. Plan classroom/changing room to allow for privacy. Ensure facilities are readily available. Remind individual to go to the toilet on a regular</p>	<p>Ensure all policies consider the implications of continence. See First Aid Policy.</p>		<p>The programme can be modified to facilitate participation. Staffing ratios will be adjusted.</p>	As needed.

Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Target date/achieved
		basis.				
Ability to lift/carry or move everyday objects	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual.</p> <p>The individual may need assistance when lifting objects.</p> <p>Extra lessons, support, strategies will be implemented to ensure the needs of the individual are met.</p> <p>Purchase necessary resources to increase pupil participation.</p> <p>Peer support scheme.</p> <p>School ethos of community to be developed to ensure all</p>	<p>Purchase necessary resources that meet the needs of the individual.</p> <p>Plan classroom/changing room according to the individual needs of the child.</p>	<p>Ensure all policies consider the implications of the ability to lift/carry everyday objects.</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>The programme can be modified to facilitate participation. Staffing ratios will be adjusted.</p>	<p>As needed.</p>

Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Target date/achieved
	<p>pupils feel welcome / valued. Ensure schemes of work in all subjects are accessible. Lessons will be modified to meet the needs of the requirements of each individual.</p>					
<p>Sensory difficulties, learning difficulties, dyslexia, autism, ADHD, impairment resulting from or consisting of a mental illness</p>	<p>Training will be provided, where necessary, for staff to meet the requirements of each individual. Extra lessons, support, strategies will be implemented to ensure the needs of the individual are met. Purchase necessary resources to increase pupil participation. Peer support scheme. School ethos of community to be developed to ensure all pupils feel welcome / valued. Ensure schemes of work in all subjects are accessible. Lessons will be modified to</p>	<p>Purchase necessary resources that meet the needs of the individual. Plan classroom/changing room according to the individual needs of the child.</p>	<p>Ensure all policies consider the implications of these.</p>	<p>Documents can be given to parents in a variety of formats.</p>	<p>The programme can be modified to facilitate participation. Staffing ratios will be adjusted.</p>	<p>Individual lessons provided. Advice given to parents.</p>

Disability	Access to the curriculum	Environment e.g. building, classroom	Policies	Documents	Trips	Target date/achieved
	meet the needs of the requirements of each individual.					

Reviewed annually by SLT

