



DITCHAM PARK SCHOOL – ACCESSIBILITY PLAN (SEPTEMBER 2018-AUGUST 2021)

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to do daily activities [Equality Act 2010]. Disability covers a wide range of physical and mental impairments including physical and mobility difficulties, hearing impairments, visual impairments and specific learning difficulties including dyslexia, medical conditions and mental health problems.

Aims

Ditcham Park School is committed to a policy of equal opportunities for disabled pupils and those with specific learning difficulties (known as SpLD), and it aims to create an environment that enables them to participate fully in the life of the school. The object of the policy is to ensure that members of the community with disabilities have access to both facilities and a learning environment, which is, subject to the present constraints of the school, comparable to that of their non-disabled peers.

In order to achieve these aims, Ditcham Park School will:-

- Ensure that all members of staff are made aware of this policy and the legal framework, and treat disabled people, whether staff, pupils or members of the public in accordance with this policy.
- Ensure that in all policies, procedures and activities, consideration is given to the means of enabling disabled students to participate in all aspects of the academic and social life of the school, according to age, needs, aptitude and ability.
- Ensure that relevant information about the School, particularly that available to prospective pupils, will contain clear and accurate information on the physical environment, especially access to buildings and rooms, and the human and technical support available.
- Ensure that applications from pupils are assessed on the basis of their academic and social suitability for the school, and that the criteria and procedures used will not unjustifiably disadvantage or preclude applicants with disabilities. Discussions concerning the support requirements for pupils will be separate from assessment of suitability.
- Ensure that students with disabilities will have equal access to the full range of support services, appropriate to their needs, as are available to their non-disabled peers. Where existing services cannot be made available, alternative services and arrangements will be sought.

(The School also has a separate Learning Difficulties & Learning Disabilities Policy and a Laptop User's Policy)



DITCHAM PARK SCHOOL – ACCESSIBILITY PLAN (SEPTEMBER 2018-AUGUST 2021)

Context

As at September 2018, Ditcham Park School has no pupils with EHC plans, no pupils on School Action or School Action Plus, no Looked After Children and one pupil for whom English is an additional language.

There are seventy seven pupils having learning support in school, these pupils have individual educational plans which are monitored termly to measure their progress. There is much home school collaboration, however, we do also have some children having learning support outside school.

There are several children with medical issues at Ditcham Park School. We have one pupil with Tourettes, two pupils with mild Cerebral Palsy and a pupil with Acrodysostosis. We have one pupil with an auditory processing disorder, two with Asperger's, one with ADHD and a number of pupils are receiving counselling for anxiety. We also have many children with hay fever, eczema and various allergies.

We have one pupil with Balanitis, one with Acyronois, one with Supraventricular Tachycardia, and one with a congenital heart condition.

Some of our younger children may have Occupation Therapy sessions and four are presently having Speech and Language sessions within school. We have eight pupils with diagnosed Dyspraxia and forty seven with dyslexic type learning needs.

Here at Ditcham Park School we strive to be fully inclusive and all pupils take part in the school curriculum, minor adjustments are made as/if necessary for individual pupils.

The number and range detailed above would be considered typical of pupils at Ditcham.

Teaching and Learning

- The content of the curriculum will include no unnecessary barriers to access by disabled pupils.
- Teaching staff will plan and employ teaching and learning strategies, which make the delivery of the curriculum as inclusive as is reasonably possible, and, where appropriate and reasonable, adapt it to accommodate the individual requirements of



DITCHAM PARK SCHOOL – ACCESSIBILITY PLAN (SEPTEMBER 2018-AUGUST 2021)

disabled pupils. The curriculum will be differentiated to meet the needs of individual pupils, and teaching styles and flexible groups will reflect this approach. Appropriate training and support for staff will be provided where necessary.

- Disabled pupils will, where reasonable and practical, have access to off-site outings and visits.
- Assessment and examination policies, practices and procedures should provide disabled pupils with the same opportunities as their peers to demonstrate the achievement of learning outcomes.
- Where studying is interrupted as a direct result of a disability-related cause, this should not unjustifiably impede a pupil's subsequent academic progress.
- The school will ensure that, where appropriate evidence is provided, that where the delayed completion of assessed work, deferral or withdrawal has been due to a disability-related cause, this is recorded in non-prejudicial terms in the relevant pupil file.

The Head of Seniors and Head of Juniors will be the co-ordinators for the provision for pupils with disabilities or special educational needs, with the Headmaster having overall responsibility for its management.

Staff

The Equality Act 2010 makes it unlawful for Ditcham Park to discriminate, in the field of employment, against a disabled person for a reason that relates to the person's disability, if that treatment cannot be justified. This applies not only to recruitment but all areas of employment, including terms of employment, opportunities for promotion, training, dismissals or redundancies.

Facilities and Equipment

Ditcham Park has a Learning Support Department which provides individual or small group support for pupils throughout the school who have been identified through an external Educational Psychologist's report, or internally by a qualified SpLD [Specific Learning Difficulties] teacher's assessment. Pupils are withdrawn, generally for two half hour sessions per week, and there is close liaison between the Learning Support staff and the pupils' teachers to monitor and review progress.

The aim of Learning Support is to integrate pupils as much as possible into the mainstream curriculum, and encourage them to take responsibility and develop techniques to enable their own independent learning. An hourly rate is charged for individual Learning Support sessions, however group lessons are currently free of charge.



DITCHAM PARK SCHOOL – ACCESSIBILITY PLAN (SEPTEMBER 2018-AUGUST 2021)

IEP's [Individual Education Plans] are in place for pupils who currently have Learning Support. The Learning Support teacher provides guidance for other staff. This provision is detailed in the school policy on 'Learning Support'. IEP's are available for all teaching staff on the School Sharepoint Intranet.

Buildings and Grounds

The main building of the school is a three storey, Victorian house with several flights of stairs. The ground floor rooms are accessible via a permanent stone flagged ramp and steps with handrails. The front entrance doors are fully automated except in periods of high winds when the member of staff on duty in Reception can assist upon request. The classrooms are sited on the upper floors. Future improvements in physical access to the upper floors for disabled pupils will be considered subject to building and financial restrictions.

There is unrestricted access to playgrounds and playing fields, but since the school is on a sloping site, steps access some of the buildings to the north e.g. Science laboratories. These buildings are generally single storey, however 'The David Holmes Building', completed in 2001, has a disabled chairlift fitted to the split-level ground floor teaching rooms and toilets. The Martin Pryce Building completed in 2009 has lift access to the first floor.

In Spring 2017 the construction of four new classrooms was completed in the Junior courtyard. Two classrooms on the ground floor are fully accessible for wheelchairs. Similarly, a new Centre for the Creative Arts, which is in the early stages of design, will be accessible to wheelchair and other disabled users. In Spring 2019 a single storey fully accessible Nursery is due for completion.

Disclosure and Confidentiality

- The school is aware of its responsibilities under the Data Protection Act 2018 and the General Data Protection Regulations, and will do all it can to ensure the needs of disabled staff and students are not compromised by the competing requirements of this legislation with the responsibilities it places on the school in respect of the Equality Act 2010.
- The school will endeavour to develop an environment within which individuals feel able to disclose their disability. Encouragement will be given to students and staff to disclose any disability that may have a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.
- The school will require explicit written authority for the giving of consent in respect of the processing of any sensitive personal data, which is disclosed.



DITCHAM PARK SCHOOL – ACCESSIBILITY PLAN (SEPTEMBER 2018-AUGUST 2021)

Monitoring

As with all pupils, the school will monitor the application, admission and academic progress, and the nature of impairment of disabled students. It will operate systems to monitor and review the effectiveness of provision for students and staff with disabilities, evaluate progress and identify opportunities for enhancement. This will be done on an annual basis by the SLT [Senior Leadership Team], and the Headmaster will notify the Governors.

Complaints

If a complaint arises directly or indirectly from a pupil disability, in the first instance, resolution by the form teacher in consultation with the SLT will be sought. If this is not possible, then a formal written complaint should be addressed to the Headmaster. Should the problem still remain unresolved, it will then be forwarded to the Chair of Governors, as the ultimate arbiter.



DITCHAM PARK SCHOOL – ACCESSIBILITY PLAN (SEPTEMBER 2018-AUGUST 2021)

Staff Lead	Targets	Strategies [responsibility]	Outcome	Time	Goals achieved
LSD staff	Maintain staff awareness and responsibility for inclusion.	Staff INSET: Staff informed of Learning Support information and how to access it. Made aware of Specific Learning Difficulties (SpLD) within the School. Staff given guidance to support SpLD pupils via class. Learning Support noticeboard in staffroom regularly updated	Staff undertake responsibility for implementation of policy and plan	Ongoing	School becomes more inclusive
Bursar		Staff INSET: distribution of Disability Policy & Accessibility Plan to all staff [academic, administrative and estate]			
Bursar	Include annual review of the accessibility plan in governors' meeting.	Clerk to Governors to diarise annually for the first Council meeting of each calendar year.	Increased awareness by governors of progress in this area.	Ongoing	Governors have basis for shared responsibility in this area.
LSD staff	Continue to devise Individual Educational Plans (IEPs) for pupils with Specific Learning Difficulties, who are receiving learning support, based on pupil assessments to find specific strengths/weaknesses.	Learning support department to continue to develop Individual Education Plans (IEPs) for pupils receiving Learning Support in school, and make the relevant content known to other teaching staff. These are updated termly. A board is clearly visible in the staff room which includes lists of pupils having learning support, IEP location and access arrangements. There is also a file containing general strategies for different conditions and offers advice for class teachers. [HoD/Learning Support team to keep updating this information].	Pupils receiving Learning Support have individually devised plans to aid their learning and staff are aware of these.	Ongoing updates	Learning support provision is improved for identified pupils. IEPS on computer, for all teaching staff to access



DITCHAM PARK SCHOOL – ACCESSIBILITY PLAN (SEPTEMBER 2018-AUGUST 2021)

<p>HOD LSD</p>	<p>Pupils who sit entrance examination or come in for testing are given access arrangements appropriate to their needs.</p>	<p>LS staff to sit in on staff meetings to share feedback and updates on individuals' progress, as well being as good practice in supporting pupils.</p> <p>EP reports or assessment data from feeder school are reviewed by Learning Support staff to ensure that appropriate access arrangements are in place for tests conducted within the school.</p>	<p>External pupils with Special Educational needs are given appropriate access arrangements in test situations.</p>	<p>Ongoing</p>	<p>Improved access arrangements.</p>
<p>LSD staff</p>	<p>All form 1 pupils, having started in the school, are screened within their first term with regard to extra time for any of the following:- Illegible handwriting Slow handwriting Slow visual processing Slow reading The appropriate access arrangement is then put into place. If a possible learning difficulty is identified, further assessment is done with parental permission.</p>	<p>Screening procedure by Learning support department in autumn term of entry at 11+</p> <p>Pupils identified for access arrangements in Form 1 are re-screened in Form 3 to see if access arrangements still represent the best needs of the pupil.</p>	<p>Early identification of potential learning difficulties which can be addressed/followed up.</p>	<p>Started in 2007 and ongoing</p>	<p>Improved early identification of potential special needs provision.</p>
<p>PSHE and Form & Subject Teachers LSD staff</p>	<p>Study skills brochure is issued to Form 1 giving study/revision skills, ways to learn and identify learning styles, and then delivered in conjunction with English department and PSHE.</p>	<p>PSHE lead, Form and Subject Teachers teach study skills and revision techniques.</p> <p>Learning Support Department organise external agency (Elevate) to teach revision skills to Form 5/GCSE pupils and parents after mock exams annually.</p>	<p>Greater awareness by pupils of study skills techniques so that they have more control over their own learning.</p>	<p>Ongoing</p>	<p>Improved study and revision skills by pupils.</p>



DITCHAM PARK SCHOOL – ACCESSIBILITY PLAN (SEPTEMBER 2018-AUGUST 2021)

HOD LSD	INSET sessions to help teachers to aid learning for SpLD pupils.	Raising staff awareness through input from internal and external specialists.	Greater staff awareness of and strategies to support pupils	Ongoing	Improved professional expertise.
LSD staff	Availability of GCSE examination material in alternative formats if required and of the provision of particular physical arrangements in examinations e.g. use of laptops, scribes, alternative accommodation etc.	Information from exam boards of services available for converting written information into alternative formats.[Examinations Officer/Head of ICT Infrastructure and Communications]	Alternative format written material available to pupils if needed.	Ongoing	Improved public examination access arrangements
Bursar / Estate Bursar	Use of 2 ICT rooms each with 24 and 20 computers, as well as Library (18 computers) to enable GCSE controlled assessment and on line examinations to take place without disrupting teaching. More access to ICT for pupils for research presentations etc.	Greatly improved facilities for conducting examination and research work on line. More pupils using laptops; the LSD has created a Laptop Policy	Greater flexibility and access in the conducting of examination and research work.	From Jan 2009 + 2014	Improved examination conditions Improved physical access.
Bursar / Estate Bursar	Main examination room and assembly room is on ground floor so allowing wheelchair access for visitors, staff and pupils. Full wheelchair access with provision of permanent front ramp at main entrance of main building, together with level and equidistant steps, with permanent handrails, provided at main entrance of main building. Sports hall has ground level disabled toilets and disabled lift to	Improved access for physically disabled. Where required, some pupils are able to use own rooms for examinations. Access to ground floor rooms of main building is greatly improved for wheelchair users and those with limited or restricted mobility. Indoor sports facilities more accessible to disabled pupils, parents and visitors.	Physical access improved Improved physical access. Improved physical access.	From Jan 2009 + 2014 (SDH) Sept 2018 Sept 2008	Improved physical access. Improved physical access. Improved physical



DITCHAM PARK SCHOOL – ACCESSIBILITY PLAN (SEPTEMBER 2018-AUGUST 2021)

	<p>upper storey.</p> <p>Level access or via ramps is now possible to science, DT, pottery, theatre, sports hall and ground floor of main school building.</p> <p>Contrasting colour bullnoses put on some steps around the school and Tactile dimpled steps provided as part of the new Junior classroom block.</p> <p>Addition of fully automated doors at main school entrance and Southern Entrance</p> <p>Consideration of requirements of pupils when considering refurbishment or new build projects - 'Bag Rack' Corridor and associated areas in summer 2015 - Improved internal bag rack area and provision of external bag racks on ground level to northern boundary of the South Downs Hall.</p>	<p>Disabled toilets now at southern as well as northern end of campus.</p> <p>Disabled access is possible to many of the specialist teaching rooms on the school site.</p> <p>Improved visibility of steps for sight impaired pupils/parents/visitors</p> <p>Accessible by wheelchair user.</p> <p>Fire access, level entrance/exit access, improve pupil movement in corridor, improve storage of pupil bags. Increased individual bag stowage options alleviating potential for bags to be left on the floor in the "bag rack area"</p>	<p>Improved physical access.</p> <p>Improved access</p> <p>Improved access</p> <p>Improved health & safety</p>	<p>From Sept 2008</p> <p>2007 2017</p> <p>2015 and 2018</p> <p>Summer 2015 2018</p>	<p>access</p> <p>Improved physical access</p> <p>Improved accessibility and H&S</p> <p>Improved accessibility</p> <p>Yes</p> <p>Yes</p>
Bursar / Estate Bursar	Completion of additional disabled toilet on ground floor.	Accessibility for people with mobility problems	Improved access	Summer 2014	Yes
Bursar / Estate Bursar	Construction of new Junior classrooms	Ground floor rooms fully wheelchair accessible	Improved physical access	Easter 2017	Yes



DITCHAM PARK SCHOOL – ACCESSIBILITY PLAN (SEPTEMBER 2018-AUGUST 2021)

Bursar / Estate Bursar	Construction of fully accessible stone ramp and steps at Main School Entrance with handrail and tactile dimpled steps.	Accessible by wheelchair user and those with reduced mobility.	Improved physical access	Sept 2018	Yes
Bursar / Estate Bursar	Construction of a fully accessible pre-school nursery	Accessible by wheelchair users complete with the provision of a disabled toilet	Improved access	Spring 2019	
Bursar / Estate Bursar	Addition of and upgrade to magnetic fire door hold backs around building in key areas	Improved flow of pupils and staff around school buildings, with doors shutting automatically only upon fire alarm activation	Improved physical accessibility and flow in school corridors	2018	Yes
Bursar / Estate Bursar	Improved lighting in Junior (Transition) Corridor	Improved visibility of corridor area	Improved visibility for all including visually impaired	Autumn 2018	Yes
Bursar / Estate Bursar	Increased outside seating provision for disabled visitors and / or staff and pupils, or those with mobility issues			Ongoing	

Compiled by: Bursar / Estate Bursar	September 2018
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