

## MP-03 Accessibility Policy



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## 1 Purpose

This document is supported by the '3 year accessibility plan' and the 'Estates Design Guide'. Its purpose is to acknowledge its duty to all students, staff, visitors and the wider community and to ensure there is effective policy to allow and provide for all reasonable improvements.

Particular regard is given to The Equality Act 2010, sections 39-41 & 85-89

The policy should provide a framework for identifying improvements with the aim of providing even more inclusive access to its facilities and to prioritise these works with a clear aim to assist budget planning.

## 2 Legislation, Codes of Practice and Guidance

The following documents provide the Principal Legislation covering accessibility:

- Equality Act 2010
- Special Education Needs and Disability Act 2014
- Approved Document part M
- Regulatory Reform (Fire Safety) Order 2005
- BS8300:2009 Design of buildings and their approaches

Copies of the above documents are held in the Estates Health & Safety management system

## 3 Accessibility provision

### 3.1 Special Education Needs and Disability Act 2014

The School prides itself on the personal arrangements it makes to allow pupils with SEND to access the curriculum. The current arrangements are as follows:

- Pupils with SEND are identified either by links made from previous schools by the Head of Learning Support, who visits our Prep School regularly, or by teacher concerns raised with the Head of Learning Support or with a House Parent, often in a mark order meeting.
- Those pupils are assessed by Learning Support and an Individual Education Plan is drawn up. A child may be recommended for an Education Psychologist's report.
- The recommendations within the IEP / Educational Psychologists report are circulated to all relevant teachers.

- One to one or group lessons are arranged for the pupil with a programme specific to their needs.
- The House Parent / tutor regularly monitors the progress of the pupils in their care with IEPs and involves parents at key decision making points – such as language choice in Year 9, GCSE and A Level choices to ensure a specific curriculum is tailored to their needs. A pupil may drop a language or a GCSE option where this will help them access core subjects effectively.
- The Governor responsible for SEND, currently Father Richard Maudsley, prepares an annual report to the Governing body.

### 3.2 Selection of students

Academically Blundell's is a selective school and admission to the School depends upon a prospective pupil meeting the criteria required to maintain and where possible, improve the educational and general standards for all its pupils commensurate with the ethos to which the School aspires. Extra-curricular activities are a central part of Blundell's philosophy.

The School must therefore be reasonably sure that it will be able to educate and develop the prospective pupil to the best of his/her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will enjoy a complete, happy and successful school career. Physical disability should not be seen as a barrier regarding selection and all possible measures to make reasonable building & landscaping adjustments to assist inclusion will be considered.

### 3.3 Registration of students

Blundell's School asks parents to complete the Registration Form and to disclose whether their child has a disability, special educational need or medical condition. The parents are requested to disclose as much relevant detailed information about their child to aid the admissions process. Registration is an opportunity for detailed dialogue to allow the School to provide the best possible arrangements for its students. In assessing any prospective pupil, the School may take such advice and require such assessments as it deems appropriate. Subject to this, the School will be sensitive to any issues of confidentiality.

Where it is practicable to make reasonable adjustments based upon the information given and advice received, to enable a prospective pupil to take up a place at Blundell's the School is committed to providing those reasonable adjustments.

### 3.4 Curriculum

**3.4.1** The School will ensure full disclosure of relevant Pupil information between schools at transfer.

**3.4.2** Regular meetings between the coordinator of Special Needs, Special Needs Teachers and subject staff will continue to take place to share best practice.

**3.4.3** The School recognises the need to be proactive in enabling access to the site that is difficult for a prospective pupil. Accordingly, pupils with relevant disabilities will, where practicable, be:

- Accommodated in a ground floor classroom that is most convenient for physical access
- Accommodated in a tutor group that is most convenient for physical access
- Prioritised in the writing of the timetable with regard to accessible room allocations

### 3.5 Employment of staff

Blundell's School is an Equal Opportunities employer. To enable proper assessment of the workplace all relevant information is asked for.

Where it is practicable to make reasonable adjustments based upon the information given and advice received, to enable a prospective staff member to take up employment the School is committed to providing those reasonable adjustments.

### 3.6 Provision for parents & visitors

#### 3.6.1 Site Access

Disabled parking for events will be made available and reserved for the appropriate number of visitors. All efforts to provide short routes and level access will be made as will clear signage and lighting. Main reception and accessible welfare facilities will also be made clear.

#### 3.6.2 Delivery of information

- The School will arrange for documents to be provided to prospective parents who have a disability, in forms that meet the need, if so requested and it is reasonable to do so.
- School documents can, thanks to modern technology, be available in large print format if so requested.

### 3.7 Information Technology

The School will continue to invest in classroom technology to better facilitate communication to pupils & staff with Special Educational Needs and Disabilities specifically:

- To enable clear provision of images and text in a large print format
- To enable the use of high quality audio/visual material

- To enable the easy dissemination of printed handouts of appropriate clarity and font print

Examples of these measures are:

Accessibility features of Windows 7, 8 and 10 can be activated on demand. All lighting in IT dedicated space to be CAT 2 and adjustable height workstations can be provided if required.

The School website, located at [www.blundells.org](http://www.blundells.org), is written using the 'XHTML 1.0 Strict' document type definition. The majority of pages on the site are WAI-A compliant. Many pages are now also WAI-AA compliant. Improving the website's accessibility is an on-going process.

The IT department always aims to take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishments to the School's IT provision. Improved software access, lighting, acoustic treatment and colour schemes, and more accessible facilities, and fittings are all considered.

The IT department has an ongoing commitment to developing the use of IT as a vehicle to allow pupils with specific SEND to access the curriculum (e.g. tablet, laptop provision & reading pens).

### **3.8 Transport**

All vehicles in our existing fleet (9) have door configurations capable of adaption to wheelchair use.

The School wherever practicable will offer transport to and from the School that meets the needs of disabled pupils at an additional cost to parents.

### **3.9 Estates Projects & Maintenance work**

All planned work meets the relevant legislation (ADM & Equality Act) and approved codes (BS8300) and often will aim to exceed the minimum requirements.

Furthermore, there is a continued commitment to;

- internal door widening
- colour scheme enhancement
- lift provision
- IT upgrades
- Switch and socket re-location
- External step removal / level threshold adjustment
- Disabled parking provision
- Enhanced welfare facilities

### **4 Management structure and responsibilities**

#### **4.1 Management team**

The Governors and Senior Management Team are committed to removing barriers for access. Accessibility is an ongoing and ever present challenge which needs constant focus to enable improvements. This policy sets out the School's aims but is not meant to be a prescriptive response to all possibilities. The aim of the policy is to enable proper consultation and assessment to help guide its decision making to ensure successful reduction of barriers and wider inclusion for all.

The management team have the responsibility of embedding its accessibility policy throughout the School and providing resource to support these aims.

#### **4.2 Target setting & Auditing**

The School maintains a register of planned works which address aspects of accessibility. There should be a 3 yearly review of these projects to appraise how successful they have been and to help create better specifications for future works. Feedback regarding limitations for access and successful access arrangements should inform future decision making and should support a process of continuous improvement.

The School acknowledges that from year to year the intake of students and staff may mean that a previously unplanned scheme of works may be necessary to improve access to facilities based on need.



## 5 Legal compliance flowchart

The following table identifies roles and responsibilities to aid compliance with the Equality Act 2010

