

CITY OF LONDON SCHOOL
ACCESSIBILITY PLAN
2015 - 2018

[Reviewed in December 2015]

CITY OF LONDON SCHOOL

ACCESSIBILITY PLAN

Introduction

1. This City of London School Accessibility Plan draws on advice from DfES Guidance 'Accessible Schools: Planning to increase access to schools for disabled pupils' ref: LEA/0168/2202, and the attached grid derives from Annex E 'Creating an Accessibility Plan' in that guidance.
2. The new duty to plan to increase the accessibility of schools for disabled pupils came into force in September 2002 and schools have to prepare and put in place the first written plan by April 2003. The current plans and strategies will run for a period of five years from December 2015 – December 2018, although the planning period can be longer if required.
3. Schools are required to plan for:
 - increasing access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers entry into the school.
 - improving access to the physical environment of schools. This covers improvements to the physical environment of the school and physical aids to access education.
 - improving the delivery of written information to disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupil's and parents' preferred formats and be made available within a reasonable timeframe.
4. This School Plan is closely linked to the School's Special Educational Needs (SEN) Policy and should be read in conjunction with it. The current City of London School SEN Policy states that 'the School is committed to the aims of providing a broad, balanced and relevant curriculum and promoting the pursuit of excellence by each pupil, irrespective of ability or Special Educational Need. As a School we accept responsibility for both the physical and educational needs of our pupils.' Revision of the SEN policy is planned and this will take into account the needs of disabled pupils, becoming a new Equality Policy for the School.

A. Teaching and curriculum organisation

5. When planning, teachers will need to set high expectations and provide opportunities for all to succeed, including pupils with disabilities. They should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. To create effective learning environments this will include valuing all contributions, ensuring pupils feel secure and able to contribute appropriately, and that all forms of bullying will be challenged.

6. Teachers must take account of potential barriers to learning and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. Also, during assessments, teachers should bear in mind that special arrangements should be available to support individual pupils.
7. Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Disabled pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists. Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.
8. Teachers will need to plan for pupils' full participation in learning and in physical and practical activities through:
 - using specialist aids and equipment
 - providing support from adults or peers when needed
 - adapting tasks or environments
 - providing alternative activities, where necessary
9. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers will need to take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the curriculum and any assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work
10. Teachers should also take specific action to enable the effective participation of pupils with disabilities, for example by:
 - planning appropriate amounts of time to allow for the satisfactory completion of tasks
 - planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
 - identifying aspects of the curriculum that may present specific difficulties for individuals.

11. Examples given in the National Curriculum Inclusion Statement are:

Examples for planning to complete tasks

Teachers plan appropriate amounts of time to allow pupils to complete tasks satisfactorily through:

- taking account of the very slow pace at which some pupils will be able to record work, either manually or with specialist equipment, and of the physical effort required

- being aware of the high levels of concentration necessary for some pupils when following or interpreting text or graphics, particularly when using vision aids or tactile methods, and of the tiredness which may result
- allocating sufficient time, opportunity and access to equipment for pupils to gain information through experimental work and detailed observation, including the use of microscopes
- being aware of the effort required by some pupils to follow oral work, whether through use of residual hearing, lip reading or a signer, and of the tiredness or loss of concentration which may occur.

Examples for developing skills in practical aspects

Teachers create opportunities for the development of skills in practical aspects of the curriculum through:

- providing adapted, modified or alternative activities or approaches to learning in physical education and ensuring that these have integrity and equivalence to the curriculum and enable pupils to make appropriate progress
- providing alternative or adapted activities in science, art and design and design and technology for pupils who are unable to manipulate tools, equipment or materials or who may be allergic to certain types of materials
- ensuring that all pupils can be included and participate safely in geography fieldwork, local studies and visits to museums, historic buildings and sites.

Source 'Inclusion: providing effective learning opportunities for all pupils.' The National Curriculum Inclusion Statement (DfES/QCA 1999)

12. It is recognised, however, that there is a need to ensure that skills are more specifically developed to enable teachers to provide effectively for pupils with a range of disabilities. Staff training and development will take place to ensure that curriculum access is further enhanced.
13. The **2012** Access Assessment did cover all the School's sporting facilities and an access audit of these facilities was completed.

The Physical Education Department will need to make plans to consider provision for disabled pupils. Specifically for disabled pupils who cannot access an activity teachers will need to provide one or all of the following:

- adapted, modified or alternative activities that have integrity and equivalence to the activities followed by other pupils and that enable the pupils to make progress
- specific support to enable them to participate in certain activities or types of movement

- careful management of their physical regime to allow for specific medical conditions.
14. The theatre, where drama lessons and other activities often take place has access difficulties which have been identified in the 2003 Access Assessment. For disabled pupils there will need to be reasonable adjustments made for them to access drama activities.
 15. Independent schools must comply with the Equality Act 2010 in relation to pupil exclusions. The Act does not prohibit schools from excluding pupils with a protected characteristic but does prohibit schools from excluding pupils because of their protected characteristic or from discriminating unlawfully during the exclusion process. Schools also have a duty to make reasonable adjustments to the exclusions process for disabled pupils.
 16. Recreation and after school clubs: Most recreational areas for break and lunchtimes are accessible, except those identified by the 2012 Access Assessment. Most after school clubs will be accessible, except possibly the CCF, where an alternative activity is already available. Access to school trips may require alternative forms of transport e.g. a taxi instead of use of the Underground.

B. Support for Specific Areas of Need

17. City of London School's SEN policy describes the work of the Learning Support Department that has been developed in the School and covers areas that are targeted, including dyslexia, dyspraxia, Asperger's Syndrome, disorganisation and attention deficit. The Learning Support Department is co-ordinated by the Head of Learning Support. The SEN policy is to be reviewed and the needs of disabled pupils will be included in a new SEN and Disability Policy.
18. School staff have already begun to list the adaptations appropriate to support pupils with a variety of disabilities. They are starting to consider the appropriateness of teaching methodology, furniture, technical facilities and support, to meet the needs of pupils with sensory impairment, physical disabilities and medical conditions as well as those with dyslexia and dyspraxia.
19. In addition to these preliminary lists, working with others including medical advisers, Educational Psychologists, the School has the advantage of a Nurse who is on-site daily, a Counsellor and an Educational Psychologist who each can be contacted by parents for assessment and on-going work with pupils, and access to a range of services through the Corporation of London.
20. It will also be important for teachers to overcome difficulties for disabled pupils presented by particular aspects of the teaching and learning programme, for instance by:
 - using approaches to enable hearing-impaired pupils to learn about sound in science and music

- helping visually impaired pupils to learn about light in science, to access maps and visual resources in geography and to evaluate different products in design and technology and images in art and design
- providing opportunities for pupils to develop strength in depth where they cannot meet the particular requirements of a subject, such as the visual requirements in art and design and the singing requirements in music
- discounting these aspects in appropriate individual cases when required to make a judgment against level descriptions.

21. Health and Safety: There is a School Nurse on site daily during normal school hours so the administration of any medicines required should not pose a problem. General health and safety procedures, including the evacuation procedure **continue** to be reviewed and revised where appropriate to incorporate the needs of disabled pupils.

C. Improving access to the physical environment

22. The reasonable adjustments duty does require the School Governing Body to provide auxiliary aids and services, and to make alterations to the physical features of the School as part of the long-term planning process. There is however a planning duty which includes physical improvements to increase access to education and associated services. As part of this accessibility plan in January 2012 an Access Assessment of the School was commissioned from the Corporation's Access Adviser and her report should be read alongside this plan. The School will need to include items identified in the 2012 Access Assessment in their programme of school improvements. The School had already completed its own access audit.

D. Improving the delivery of written information

23. Written information provided to pupils in schools covers a wide range of areas. Most obviously there is the curriculum material provided through textbooks and worksheets. This can be complemented by written information on black or white boards, flip charts, or overhead transparencies. When new equipment is being acquired by the school it will be important to consider access issues, to ensure that the needs of all pupils are met and the future needs of all pupils considered.

24. Nationally many schools are developing the use of ICT whiteboards and other developing technologies which present computer-generated information on a whiteboard format. The greater use of computers in schools also means that information can be provided through computer screens. ICT offers opportunities to ensure that accessibility for all learners is considered when purchasing new hardware/software and peripherals or setting up new systems.

25. In addition to curriculum information there is the wide variety of other information provided by schools to its pupils. This can be the class timetable, the information on a class excursion, the weekly school newsletter, and the school flyer. It should be possible to develop a strategy for providing information in an accessible way to pupils with most disabilities – recognising that different pupils are likely to require different responses in different situations.
26. The Corporation of London’s Access Team can put into Braille small word documents on request (three or four days advance notice should be given). They also have a portable induction loop that may be borrowed on occasion by prior booking. The Corporation’s staff handbook provides a list of outside organisations who can provide British Sign Language Interpreters and places where larger documents can be put into Braille.
27. To help the School provide effective communication of information to all its pupils, consideration should be given to utilising the Corporation of London’s Education Services’ link up with the London Borough of Tower Hamlets, who are planning to:
 - Provide a training module through their Support for Learning Service on ensuring access to text in three main areas of impairment; physical, hearing and visual (each component covering, in addition, the issues of differentiation and/or scaffolding)
 - Develop a support pack on information delivery in the three areas which can be distributed to teachers working with pupils experiencing these impairments
 - Develop examples of good information delivery through different media in different contexts which schools can access to improve their own practice
 - Develop ICT-based responses, and templates, which can provide a basis for schools’ to develop effective information delivery in both curriculum and organisational/administrative area
 - Ensure that training in specialised areas – e.g. Brailing and BSL is available to ensure that effective communication can take place.

ACCESSIBILITY PLAN 2015– 2018					
	Targets	Strategies	Outcome	Timeframe	Goals Achieved
SHORT TERM	To increase awareness of potential barriers to learning for boys with disabilities/SEN already attending the School	Identify pupils with disability: Communicate with School Nurse.	Better understanding of potential barriers	Autumn Term 2015	To be more aware of the classroom diversity and specific needs of existing pupils
SHORT TERM	To use the information on Register to better inform planning and review procedures	Specific review of these boys' progress	Objective overview of success/progress	Summer Term 2016	Improved review of Accessibility Plan. Increased awareness of pupils' progress relative to their peers
SHORT TERM	To become aware of successful applicants at Admission before they start in school	Director of Admissions to inform 2 nd Master and HOLS of successful SEN applicants	Strategies in place to support applicants prior to entry	Spring Term 2016	Improved response to our Anticipatory Duties
SHORT TERM	Increase Staff awareness of our legal duties towards those with disabilities	Inset/Staff training on disability legislation Staff Day Delivery	Improved staff awareness of disability issues and legal duties	Autumn Term 2015	Departments to incorporate disability awareness into their planning
SHORT TERM & MEDIUM TERM	To improve access to Grove Park and certain school trips for pupils with reduced mobility	Give consideration to the continued upgrading of the fleet of vehicles	School able to transport wheelchair-bound pupils	Autumn Term 2015 Ongoing	Incorporation of anticipatory duty in the updating of school vehicles New minibus received
SHORT TERM & MEDIUM TERM	To explore complexities and practicalities of inclusion of SEN pupils on school trips and CCF activities	A consideration of legal parental consent	Improved awareness of the Health and Safety issues associated with trips and visits	Autumn 2015 Ongoing	A better understanding of how to evaluate reasonable adjustments for the inclusion of pupils with SEN on school trips and visits

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
MEDIUM TERM	Improve curriculum planning in light of previous staff training	HOLS to attend departmental meetings to discuss potential barriers to learning in all subjects	Staff able to more fully anticipate/ meet pupils' needs	Completed by Autumn Term 2016	Increased access to the curriculum for pupils with SEN
MEDIUM TERM	To improve staff awareness of pupil's day to day needs	To identify specific teachers who would benefit from external training via CPD/inset	Boys better integrated within school	Ongoing	Improved achievement and participation for disabled pupils
MEDIUM TERM	Improved access to School Library	Installation of new access gates and reduction in height of issuing desk	Reduction in the areas in school to which disabled pupils do not have easy access	Summer Works Ideally 2016	The School's Accessibility Plan will be integrated into the School Development and Strategic Plan
MEDIUM TERM	To improve access to Admissions information for prospective pupils and parents	Consult with Web Consultants over visual alternatives to CLS website.	Better understanding of available technologies	Rolling Progress 2015-2016	Improved forward planning for Access to website
MEDIUM TERM	To improve availability of written visual material in alternative formats.	To discuss with City of London Corporation over the services available for converting information into other formats	If needed the school can provide written information in alternative formats	Summer 2016	Improved forward planning for dissemination information
LONG TERM	Improve access to science laboratories following refurbishment	To incorporate disability awareness within the Planning process	Several classrooms/ laboratories made more accessible	Rolling Progress 2015-2017	Better access to the Science curriculum for pupils with disabilities
LONG TERM	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments and install window blinds	Research/seek advice from RNIB and City of London Corporation on appropriate colour schemes and blinds	Several classrooms are made more accessible to visually impaired pupils	Ongoing	Rolling programme to increase physical accessibility of school