



## **HULL COLLEGIATE SCHOOL**

### **SENDA**

### **THREE YEAR PLAN**

**(01.09.2017 TO 31.08.2020)**

This policy applies to all members of our school community including those in our Early Years setting

Hull Collegiate School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

Hull Collegiate School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This document is available to all interested parties on request from the main school office and should be read in conjunction with the following documents:

- Admissions Procedures
- Curriculum Procedures
- Equal Opportunities Policy
- SENDA
- Premises Accommodation Statement
- The SEN Inclusion Policy

This document is reviewed annually by Mr A D Norburn or as events or legislation change requires. The next scheduled date for review is September 2019.

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## Policy Statement

Hull Collegiate School has written the following SENDA plan in accordance with the Special Educational Needs and Disability Act (SENDA) 2001 and the Equality Act 2010. The School acknowledges its duty towards pupils, staff, parents, Local Governing Body and members of the wider community who have a disability. Where pupils or prospective pupils are concerned. Hull Collegiate School acknowledges its non-discrimination and planning duty under the Equality Act 2010.

1. Hull Collegiate School is a selective school. Admission is on the basis of an assessment test, school report and interview with the Headmistress.
2. Extra-curricular activities are a central part of Hull Collegiate School's philosophy.
3. The 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 will then receive a disability form in respect of a prospective pupils requesting further detailed information about their child.
4. Hull Collegiate School recognises its responsibility to ensure that disabled pupils are not treated less favourably.
5. In assessing any pupil or prospective pupil the school may take such advice and require such assessment as it deems appropriate. Subject to this, the school will be sensitive to any issues of confidentiality.
6. 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 Hull Collegiate School and provided the pupil satisfies the admissions criteria outlined above, the school will take reasonable steps to avoid putting disabled students at a substantial disadvantage in matters of admission and education.
7. This plan will outline how the school will;
  - Improve the physical environment including the provision of physical aids to access education.
  - Make improvements in the provision of information. This includes planning to make written information that is normally provided by the school to its pupils available to disabled pupils i.e. handouts, timetables, textbooks and information on school events.
  - Increase access to the curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs and school visits.The plan will include short, medium and long term targets.
8. In order to provide access for individual pupils, the school is required to make 'reasonable adjustments'. Examples of what would be considered reasonable and unreasonable are provided in this plan.

## **BACKGROUND TO THE ACCESSIBILITY PLAN**

### The school's layout and facilities

1. The Prep School is situated on site. Restricted wheelchair access is possible on the ground floor of the building but not on the first floor.
2. The Senior School consists of old buildings and new buildings. Buildings opened after September 2005 have lift access and are accessible to wheelchair users. This includes access to Science Labs, Design & Food Technology areas, ICT suites and Art Studio, Independent Learning Centre and 6<sup>th</sup> form facilities. In the older buildings pupils move between classrooms often up steps and stairs in areas without lifts.
3. The games fields and sports pavilion are adjacent to the main building and are accessed by the walkways within the grounds.

A pupil with restricted mobility is likely to be put at a disadvantage by these problems. A pupil with severely restricted mobility may be unable to access some of the education and recreational facilities that the school offers particularly in the Prep School.

Wherever practicable, in line with the Disability Policy the school will make reasonable adjustments to the timetable to allow children with restricted mobility to attend accessible parts of the school.

## **ACCESSIBILITY PLAN**

In order to comply with the Equality Act, the responsible body must implement the accessibility plan and allocate adequate resources.

1. The school will review this plan on an annual basis by the responsible body and will be revised if necessary. The responsible body will ensure that the plan is implemented and will monitor and evaluate:
  - 1.1 The effectiveness of action taken in the previous year
  - 1.2 Relevant targets for the next school year
  - 1.3 Responses to any further legislative changes
2. The school will make a log of all reasonable adjustments and it will be available to interested parties.
3. Any improvements are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

## **INCREASING THE EXTENT TO WHICH SEN PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM** *(see Teaching & Learning Adjustments Document)*

1. The school will ensure that the Teaching & Learning Adjustments document is used when necessary throughout all its departments. Support will be provided by the SEN Coordinator.
2. Further consideration needs to be given to the teaching of practical subjects to disabled pupils. Where a pupil has any form of disability there is a requirement to carry out a risk assessment of the activities not only for the benefit of the disabled pupil but for others that may be affected by his/her acts or omissions.

In Science for example, a low work station with services may be required.

In P.E. some physical exercise will need to be devised which may include refereeing duties.

Classroom entrances should not be cluttered with furniture or equipment. Classroom doors throughout should be of adequate width.

All class teachers need to consider in advance SEN pupils being in school, for example, where the pupil is to sit (usually near the front) and to pre-allocate a suitable cupboard/drawer/work area.

School transport is a key issue. None of the school minibuses are wheelchair friendly. On purchasing a new minibus it is planned to replace with one that is. The school coach companies can supply wheelchair access.

School visits need to be planned to take account of SEN pupils. This may require finding a suitable alternative venue.

3. Where physical access to the site is difficult for a prospective pupil, the school recognises the need to be proactive in enabling such access. Accordingly pupils with relevant disabilities will, where practicable, be:
  - a) placed in ground floor classrooms, laboratories, art rooms, language labs so that it is convenient for physical access
  - b) placed in a form room or tutor group that is most convenient for physical access
  - c) given priority in the writing of the timetable with regard to accessible rooms and set allocations.

## **IMPROVING THE DELIVERY OF INFORMATION TO SEN PUPILS**

1. On request the school will arrange for documents to be provided to prospective parents who have SEN in a format that will meet their need.
2. All school documents will be available in large print format on request.

3. The school will continue to provide INSET for all teachers in order to support them in better communication with pupils with SEN.
4. The school will plan over the next five years to invest in classroom technology to better facilitate communication to pupils with SEN, specifically:
  - a) to enable clear provision of images and text in a large printed format
  - b) to enable the use of high quality audio/visual materials
  - c) to enable the easy dissemination of printed handouts of appropriate clarity.

## **IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL**

### 1. Car park access:

The school has two disabled parking spaces close to the front of the building which can be used for access to the Senior and Prep School entrances.

### 2. Entrance access:

The school is committed to ensuring that all pupils, including those with special needs, may enter and leave the school in safety and comfort.

Prep School – has one main entrance access for the wheelchair users

Senior School – has two main entrances (Bus Bay Doors, and Senior Admin Door) that can be accessed by wheelchair users

Bus Bay Doors are big and heavy and would require some form of assistance with opening for wheelchair users. The Senior Admin door has an opening assist device.

### 3. Prep School:

There is no lift in this section of the school and with stairs at both ends of the building this will be difficult to make wheelchair accessible without significant building work.

There is no disabled toilet in this area. (Long term target)

The entrance into the Kindergarten should be widened. (Long term target)

A portable ramp is required for direct access to KS1 playground. (Short term target)

Corridor fire doors need to be made disabled friendly. (Long term target)

Access to the Head teacher of the Prep School is on the ground floor.

#### 4. Senior School:

There are two lifts providing access to the first and second floors in the main school and the Wilberforce Centre. Evac-chairs are provided to assist emergency evacuation for wheelchair users. Annual refresher training is planned for staff in their use, this should also include the use of the para-chair upwards from the sports hall.

There are six disabled toilets throughout the new buildings in the Senior School, these are located across the ground, first and second floors.

Corridor fire doors need to be made disabled friendly. (Medium term target)

Wash down facilities and disabled toilets are available in both the boys and girls changing areas. The Heads of Year / School offices can be accessed by wheelchairs.

Science, DT, Food and ICT rooms may need to have lower level benches for any pupil in a wheelchair or the equivalent e.g. a lower freestanding table

<b>SHORT TERM TARGETS (1 Year)</b>	
1. Staff Training Asperger's training has been arranged and practical department heads may require assistance/training in their risk assessments for disabled pupils.	Refresher training is planned annually
2. Staff training on Evac Charis	Refresher training is planned annually

#### **MEDIUM TERM TARGETS (2-5 Years)**

1. School transport – replacement of a school minibus with one with disabled access.	<b>September 2019</b>
2. Entrances Improve entrance access to the School with opening assist devices	<b>Senior Admin door complete February 2018</b>
3. Improve access through fire corridors along the Prep School ground floor area.	<b>September 2020</b>

**LONG TERM TARGETS (> 5 Years)**

1. Location of the Heads of Year offices to ensure accessible.	<b>September 2020</b>
2. Improve access through to the Kindergarten.	<b>September 2020</b>

Any required improvements are determined after taking account of the pupils' disabilities.

## Document Log

<b>DDA and School Examinations Policy Changes July 2018</b>	
Reviewed by:	Mr A D Norburn Deputy Head (Academic)
Date of last review:	July 2018
Approved by:	Local Governing Body
Date of approval:	
Reason for changes:	Roles/Titles
Next scheduled date for review:	July 2019