

KING EDWARD'S SCHOOL POLICY DOCUMENT

Title: Disability and Accessibility (SEND) Policy

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In accordance with the Special Educational Needs and Disability Act 2001, the School established a Disability Policy working party which consisted of the Head of KES, the Head of the Junior and Pre-Prep Schools and the Bursar. Other members were co-opted when there was a need for input of a specialist nature. Its brief was to make recommendations with a view to:

- reviewing the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils, and staff and prospective staff who are or may become disabled or who may have specific medical or educational needs.
- improving accessibility to the education provided in all three sections of King Edward's School for pupils or prospective pupils with disabilities, which may include special educational needs, through a combination of reasonable adjustments and planning for further adjustments in the future.
- preparing the school's Accessibility Plan
- preparing the school's Disability Policy
- reviewing the above plans and policies as necessary at least every three years

This policy makes broad reference to disabled pupils, whether current or prospective, including those with special educational needs and learning difficulties.

King Edward's School aims to ensure that there is every chance that a pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at the school. As incorporated within its *Equal Opportunities Policy*, the school applies these criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability.

Staff recruitment and employment decisions will be made on the basis of fair and objective criteria. This is in line with the school's *Equal Opportunities Policy* which specifically states that *the Governors are equal opportunity employers and are committed to ensuring that, within the framework of the law, the*

School is free from unlawful or unfair discrimination on the grounds of gender (incl. gender reassignment), colour, ethnic origin, nationality, age, marital status, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or other irrelevant distinction.

Admissions

King Edward's School seeks to be as inclusive as it can be within its existing specifically academic ethos and available resources: its purpose is to enable all those admitted as pupils to fulfil their individual potential, regardless of disability.

Admission at 3+ and 4+ to the Pre-Preparatory School is on an academically non-selective basis, but entry to the Junior and Senior Schools at all ages is dependent, for both existing KES and prospective pupils, upon applicants meeting the minimum educational standards necessary to ensure that the schools continues to remain academically selective and that any individual applicant is likely to be able to achieve at a standard broadly in line with that of their peers. In addition, the schools have to be satisfied that a pupil of any age has the capacity to derive optimum benefit from all aspects of the schools' provision, academic, pastoral, social and extra-curricular, in order that he or she can benefit from the fully rounded education which King Edward's School endeavours to provide.

The School's policy is to apply these criteria to all pupils and potential pupils, regardless of any disability of which it is aware, subject to its obligation to make any reasonable adjustments in order not to put any disabled pupil or potential pupil at a substantial disadvantage as a consequence of their disability compared with any other pupil who is not disabled.

All pupils are equally entitled at Senior School level to be considered for academic scholarships and bursarial assistance.

In order to guide the School in identifying the extent to which it may be fair and appropriate to make special arrangements and adjustments as part of the entry process and to make allowances in the assessment process to ensure that no applicant is disadvantaged or discriminated against:

1. Parents are required to complete the section of the relevant school application form notifying the School of any known disability, medical condition or learning difficulty which has been identified prior to that point. Supporting paperwork should simultaneously be submitted in the form of medical or psychological reports in order to inform the school about the nature and severity of the disability.
2. In seeking references from a feeder school or nursery, the school may ask specifically whether the applicant's current school or nursery is aware of any disability or special educational need and to specify the extent to which special provision is currently made in order to enable King Edward's School to assess the extent to which reasonable adjustments can be made to the entry process and to replicate such special provision. In the case of pupils seeking to transfer from one sector of King Edward's School to another, full documentation will be made available to the school to which application is being made.

3. The School reserves the right to seek further advice from the School Doctor, School Nurse or other source of specialist advice and to request an individual meeting with the parent(s) to discuss any special arrangements requested or proposed.

Subject to the provision of such information and advice, the School may make reasonable adjustments to its admission procedures as follows:

- an alternative venue or special seating arrangements for ease of access or to assist a pupil with a visual or hearing impairment.
- the provision of coloured acetates or enlarged text papers or other large text information.
- provision for the taking of prescribed medication during any entrance test and interview process and/or the attendance of the school nurse.
- use of a laptop computer (subject to certain conditions) or other writing aids.
- an additional time allowance in any papers the scores of which are not standardised, e.g. essay or extended writing papers.
- sympathetic consideration of standardised scores for candidates who fall into the “borderline” category whose learning or other disability might later qualify them for additional time in public examinations.
- provision of alternative refreshments for applicants with food allergies, and associated precautions where this is feasible.
- any other reasonable adjustments as may be appropriate for a particular individual.

Subject to the applicant meeting the requisite academic standard, the offer of any place is conditional upon the School discussing with the parent(s) concerned any reasonable adjustments which the School can undertake to enable the pupil concerned to participate in all aspects of school life and agreeing the extent to which, beyond that, the School may be required to make supplementary charges on the fees in order to provide auxiliary aids or services which might be provided by the LEA in a mainstream maintained school, or special school.

In addition, in cases of permanent or long term physical disability, parents may need to be made aware of the physical constraints of the relevant school site.

Behaviour management

All three schools do not seek to discriminate in any way in terms both of standards of conduct and behaviour expected of students and in terms of their systems of rewards and sanctions, save that they should always be mindful of any special disability which may make it more difficult for any individual pupil to conform to those expectations. In the case of pupils with diagnosed behavioural

and emotional problems, (e.g. ADHD, Asperger's Syndrome) it may be necessary for the School to develop an Individual Pupil Profile in consultation with expert advice, but this is likely to be necessary only in very exceptional circumstances. In broad terms, however, there may be occasions or situations where a particular **rule** is not applied for an individual pupil in order to allow for special circumstances. Examples might be:

- it would be inappropriate for a pupil with a particular mobility problem to be expected to rise when a teacher entered the classroom, to sit on the floor in an assembly or join a queue with other able bodied pupils.
- similarly, it would not be appropriate for a pupil with a physical disability which hindered mobility to be reprimanded for being late to a lesson, if there were insufficient "transfer" time between lessons to enable him or her to relocate from one lesson to the next.
- a similar pupil might be exempted from any rule banning the consumption of food in classrooms if access to the Dining Hall were difficult.
- a pupil with a skin condition (e.g. allergy to wool or nylon) could reasonably expect to be permitted to wear an alternative to any item of school uniform which was of broadly similar appearance.
- a pupil with a particular physical disfigurement which was the subject of some embarrassment might be excused from communal showering, communal changing or from wearing certain items of sports clothing, e.g. swimsuit, short skirt, PE shorts.
- a pupil with a hearing impairment should not necessarily be reprimanded for failing to follow verbal instructions: similarly a pupil with a visual impairment should not necessarily be assumed to have read a particular printed notice or instructions.
- a pupil with a food allergy would not be required to attend an assembly or meeting in a dining hall area where he/she might risk an increased likelihood of coming into contact with food particles.

In arriving at a decision as to which rules might be disapplied, an assessment would be made of the needs of any individual child and those staff teaching that child would be made aware of the disapplication.

With regard to **sanctions** for misdemeanours, in broad terms pupils with disabilities should be subject to the normal sanctions applied in all three schools with the level of any punishment appropriate to the level of the offence save, again, where such a punishment might be deemed inappropriate in a particular instance. A specific disability should not *per se* prevent a pupil from being verbally reprimanded or placed in detention, for example, or this might be construed by others as positive discrimination. Adjustments might, however, have to be made to sanctions to take account of a pupil's disability or difficulty, e.g. a pupil with limited mobility would not be expected to report to a room in part of the site which was either difficult to access or remote.

In all three schools the published procedures for sanctions culminating in **exclusion** apply to all pupils, subject to the need to be sensitive to individual disabilities.

Each case will be adjudged on its merits and the normal procedures for parental appeal to Governors will apply.

Staff Recruitment

The requirements of job applicants and existing members of staff who have, or have had, a disability will be reviewed regularly to ensure that whatever reasonable adjustments are possible are made to allow them to enter into, or remain in, School employment. Promotion opportunities, benefits and facilities of employment will not be unreasonably limited and every reasonable effort will be made to ensure that disabled staff can participate fully.

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The following sections in this Disability and Accessibility Policy satisfy Sections 28D and 28E of the Disability Discrimination Act 1995 (as inserted by SENDA) which set out the planning duties for schools to develop an Accessibility Plan for widening access to three specific aspects of provision:

- a) access to the school curriculum***
- b) provision of written information***
- c) physical environment***

Originally conceived of at KES as The SENDA working party, The Disability Working Party has audited and reviewed each of these areas in detail and has developed the policies and plans outlined below in response.

a) Access to the School Curriculum

Academic provision

At the beginning of each year, each school currently produces a list of all those children identified as having medical or learning difficulties. The list is regularly updated and the The Learning Support Coordinator (LSCO) monitors the progress of those identified as having particular needs, and advises staff as to appropriate adaptations to teaching methods or additional support that may be required.

In the Senior School, it is the responsibility of each Head of Sector, under the guidance of the LSCO, to inform form tutors of pupils thus listed and to ensure that the relevant guidance is followed and procedures are implemented. Additionally, each Head of Department is expected to ensure that all members of their department:

- are aware of any pupils on the list within the classes they teach
- implement recommended teaching strategies and support for those pupils
- assess pupil work with due regard to pupil difficulties
- report to parents (orally and in written report form) with due regard to pupil difficulties

- work effectively with any adult learning assistant allocated to the pupil

In the Junior School, similar responsibility lies with the Director of Studies, the Junior Management Team and subject coordinators, guided by the LSCO.

In the Pre-Prep School, similar responsibility lies primarily with the Head and form teachers, guided by the LSCO.

The School seeks to maximise access to the full curriculum for each child, subject to the School's legal obligation and ability to make what it deems to be reasonable adjustments to facilities and equipment, teaching methods and resources and mindful of financial implications and health and safety considerations. The latter may oblige the School to limit an individual pupil's access to certain equipment and facilities if, by allowing unrestricted access, the individual's pupil's safety were placed at risk. Acting *in loco parentis*, the School has a legal obligation to do all it reasonably can to protect any child against unnecessary and avoidable risk. In the case of some children, it may be necessary to conduct individual Risk Assessments in connection with this.

As far as reasonably possible, the School will endeavour to meet each child's needs but, whilst the School can provide a limited amount of individual additional help, as it would to all pupils experiencing any difficulty, it is not in a position to provide regular or sustained additional individual or small group tuition for pupils without transferring the cost of such provision to parents.

Similarly, certain medical conditions require access to specific auxiliary learning aids (e.g. induction loops). In cases where there is a Statement which identifies the need for such auxiliary aids, the School will deem it to be the responsibility of either the LEA or of the parents to provide such equipment. If the School is requested by parents to provide it, it must be on the strict understanding that the additional cost incurred is borne by the parents. The School is not able to provide substantial levels of individual assistance and support beyond that provided for the overwhelming majority of pupils at standard fee levels.

The identification and/or diagnosis, post entry, of pupils as disabled

The School is legally required to make reasonable adjustments to enable any such child to participate without discrimination and as extensively as possible in all aspects of the School's life (academic, pastoral, social and extra-curricular). Whilst the School does not routinely screen all children on entry specifically for physical disability, all pupils are offered (subject to parental permission) a basic medical screening at age 4+, 7+ and at age 11+ to include eyesight and hearing tests along (at 11+) with a confidential medical questionnaire and an opportunity to discuss confidentially any medical concerns.

With regard to potential learning disabilities, the School has introduced screening in Year 7 for all pupils on entry, specifically with the purpose of identifying any such difficulties. Nevertheless, the School is conscious of the need to be alert to the development of such problems and to the

importance of identifying them as early as possible. Initial indicators of specific learning problems may be revealed by our programme of general academic progress checks and formal assessments in the three schools, and these may be supplemented by teacher observation in the classroom and elsewhere. Teachers are expected to notify the designated member of staff in each school of any concerns which they might have. Parents are alerted to any issues and, where appropriate, advised to seek assessment from either the school's Specialist Teacher or from a suitably accredited professional outside the school. In addition to this, the school's Specialist Teacher may undertake some preliminary diagnostic testing after initial discussion with parents.

Staff in all three schools are given periodic training to increase awareness of potential special educational needs and are encouraged to draw any concerns to the attention of the designated member of staff in each school.

Staff training

In the light of SENDA, the School is committed to providing funding to enable the LSCO to receive on-going specialist training in order to ensure that procedures are compliant with the current SEND Code of Practice and other related legislation. Further modifications will be made to the School's Accessibility Plan in the light of any recommendations for further action emerging from such training.

Between 2008 and 2011 the School required all other teaching staff to undertake a two- to three-stage training programme viz.;

- Special Needs awareness training
- specialist training for specific staff of pupils with specific needs
- (optional) additional Special Needs awareness training

Teaching methods

The School seeks to optimise any child's opportunities of full participation by making reasonable adjustments, in many cases at no additional cost to parents. These are assessed on an individual basis, but might include, for example, within the standard classroom environment:-

- Relocation of rooming arrangements for lessons where this is practicable subject to the need to provide specialist facilities for certain subjects, e.g. Science, Design Technology. Additionally, it is now possible to make use of a lift which was installed when B block was constructed in 2008.
- adjusting seating plans in classrooms to enable children with hearing or visual impairment to be seated at the front and away from noise sources

- allowing pupils to use a laptop computer
- providing large print versions of photocopied handouts
- keeping listening time down to short stretches for pupils with a hearing impairment
- not expecting pupils with a speech impairment or stammer to read aloud unless they wish to do so.
- providing printed notes
- recording, or allowing pupils to record, lessons
- providing coloured acetates to assist with reading
- allowing visually impaired students the use of a magnifier, a spotlight or any other simple visual aid.
- allowing additional time in internal examinations or for the completion of homework or class work for pupils with a diagnosed learning difficulty
- taking colour blindness into consideration in the production of visual aids for use in class or at home
- allowing pupils with allergies the option of using alternative materials (where suitable or available) or of watching rather than participating in science experiments if alternative materials are not available
- ensuring that environmental factors are taken into consideration in timetabling rooms for pupils who may suffer from epilepsy to avoid, as far as possible, flickering fluorescent lights, TV monitors or VDUs.
- marking work sensitively to take consideration of specific learning difficulties e.g. dyslexia (see Section on Assessment and Reporting below)
- the opportunity to offer differentiated tasks or tasks that differentiate by outcome to allow for any individual's particular difficulty
- providing materials for pupils whose medical condition leads to prolonged or repeated hospitalisation or their absence from School. Such provision might include taped lessons, the loan of video resources, duplicated notes and, in certain circumstances, visits to the home or hospital by individual members of the teaching staff.

ICT developments continue to provide increased opportunities to access the curriculum and it is already possible at the school to record sound, via headsets and microphones, to use to the 'Ease

of Access Centre' and change screen resolutions when required. Some Smartboards in the Pre Prep and Junior Schools are height adjustable to allow easier access to smaller pupils and would be suitable for pupils or staff who might need to access this technology whilst using a wheelchair. The School provides a pool of dedicated laptops for pupils who require their use in public and internal examinations. The development of a school VLE, with the opportunity to access this within school and outside school, together with the likely development of a new wireless network could offer additional valuable opportunities for pupils to access the curriculum and staff to access resources

The School is aware that certain conditions or specific learning difficulties (eg ADHD, Asperger's Syndrome and Autism) may also require the development of an Individual Pupil Profile for a child, based on the advice of psychologists or medical experts, and this will be done in full consultation with the parents and child concerned and, where appropriate, with the school nurse and/or the school doctor. Such a plan might include adjustments to procedures and behavioural expectations, classroom organisation and teaching methodology as well as incorporating specific educational objectives or targets for the pupil concerned and strategies for monitoring and review.

A pupil with a disability may additionally need a specific Healthcare Plan to be drawn up and implemented by the School.

Assessment and Reporting

In all three schools, teaching staff are provided with clear guidance on good practice with regard to the assessment of pupils' oral and written work. It is expected that staff will adhere to these guidelines in a non-discriminatory manner, paying due regard to the special requirements of those with a disability. In some circumstances it may be most appropriate to set tasks that permit differentiation by outcome; in others it may be more appropriate to set differentiated tasks to allow for particular circumstances or to set different targets which are more appropriate to a specific individual, adjusting the marking criteria accordingly. Each pupil at King Edward's, regardless of his or her own individual circumstances, should be set appropriate and realistic but challenging targets.

The School needs to be mindful of specific learning difficulties or disabilities in setting internal tests or examinations at all levels in order to make reasonable adjustments. Such adjustments might include, where appropriate, substituting an oral for a written examination, providing an amanuensis, providing an alternative environment or allowing the use of a laptop computer.

Additional time in internal examinations (and in all public examinations including GCSEs, AS and A2 examinations) may be allowed subject to a specific recommendation to this effect in an Educational Psychologist's report.

Learning Support staff are required to provide a comment in school reports for those pupils receiving lessons to support their specific learning difficulties.

Extra-curricular and sports provision and arrangements for trips and visits

Extra-curricular provision

It is the School's policy to be as inclusive as is practicably possible and to encourage every child, regardless of age, to participate as fully as he or she would wish in the sporting and wider extra-curricular programme on offer and to derive benefit from educational trips and holidays so far as any individual child is capable of undertaking them. Wherever possible, the School endeavours to make reasonable adjustments to arrangements in order to maximise any pupil's access to such opportunities. However, there may be occasions when, in the interests of the pupil's own welfare and safety, the School reserves the right to conduct an individual risk assessment and, in the light of any issue thereby identified, discuss with parents the potential risks and dangers of any activity and advise against it, unless additional safety procedures and individual supervision can be put in place and an alternative programme devised. The School may pass any supplementary costs on to the specific parent concerned, in particular where additional staffing may be required.

Some activities are easily capable of adaptation to allow for specific learning difficulties, medical problems or physical disabilities. Extra-curricular drama, for example, is very flexible and there is no particular reason, other than current difficulties of wheelchair access to the stage and the lighting box in the Senior School, to restrict a child's access to this area of school life, provided that he or she has genuine acting ability. Similarly, pupils with special educational needs of any sort are not discouraged from participating in other activities of a creative nature such as art, music, creative writing or the Pre-Prep Book Club. A wide range of other clubs and societies in all three schools are accessible, with minor adaptation, to children with medical or learning difficulties.

Sports provision

In the Pre-Prep School, all children are encouraged to take part in physical activities, including swimming, as far as they are able. Teaching staff carry appropriate medication with them and administer it if required, with the prior consent of parents.

In the Junior and Senior Schools the policy is to strike a balance between promoting a philosophy of "Sport for All" whilst also enabling those with particular talent to play and perform competitively at a high level. In the Senior School, therefore, pupils with physical disabilities or diagnosed dyspraxia are encouraged to participate in recreational sport as far as they are able but could not normally expect to play for a team if their specific problems inhibited their ability to play at a high level. A hearing impairment might not affect an individual's capacity to be selected to play cricket for the School, for example, but confinement to a wheelchair may do so.

Teaching staff are expected to familiarise themselves in advance with information about children with medical conditions such as asthma, hay fever and allergies, but pupils in the Junior and Senior Schools are also expected to alert staff to their conditions and needs. Appropriate medication is then held, in all three schools, by staff on site during the session. In the case of pupils with more severe medical problems, they are encouraged to participate as far as they are able but PE and Games teaching staff require letters of guidance from their parents or doctors, and must also be guided by the regulations laid down by the sports' relevant governing bodies with

regard to health and safety implications. Where possible reasonable adjustments can be made (e.g. a pupil might score or umpire rather than participate more actively) but safety must be the paramount concern as some sports e.g. rugby or pole-vaulting, are potentially more hazardous and may not be suitable for someone with more than mild medical problems or physical disability.

In exceptional cases, individual sessions and programmes can be set up (e.g. a personal fitness programme using the Fitness Suite in the Sports Hall) but such activities almost invariably involve individual supervision and the School has no alternative but to pass the cost of this on to individual parents as it cannot be staffed within existing staffing levels in the respective PE departments of the Junior and Senior Schools.

Specific sporting activities are identified as being suitable for individual pupils with disabilities following the completion of an appropriate risk assessments.

Academic PE should be broadly accessible to a pupil with mild physical difficulties, as AS and A2 level course are not necessarily practically based. The current GCSE course is currently comprises 60% practical, although only a small percentage of that mark is for individual performance. Should a pupil with special needs express an interest in studying PE, the School would seek guidance from the examination board as to the extent to which the course could be adapted. This advice would usually be sought in time to advise Year 9 pupils before they make their GCSE choices.

Trips and visits

Wherever possible, pupils in all three schools are encouraged to participate in trips and visits, the overwhelming majority of which are optional, so there is no compulsion upon pupils to participate in these trips if they do not wish to do so. Equally, the School would not seek deliberately to discriminate against pupils with disabilities of any kind in allocating places on a trip. Risk assessments generated for such trips should take in to account the specific needs of pupils with disabilities. Other trips (e.g. such as those in Activities Week in the Senior School) often provide a range of options from which pupils can select those most appropriate to their interests and needs. Many trips and visits which involve activities are capable of adaptation to take into account any child's specific learning difficulties or medical problems, e.g. work normally conducted on an individual basis could be adapted to be conducted within a group or a particular task or role modified to take a particular problem or disability into account. Some fieldwork in very difficult terrain might ultimately, however, be impractical for children with mobility problems.

With regard to standard trips and visits, medical information is routinely requested on parental consent forms so that staff supervising any trip are aware of any potential problems. In the Pre-Prep, the teaching staff are responsible for administering medication. Pupils in the Junior and Senior Schools are encouraged to carry any medication with them and pupils are expected to be responsible for taking their own medication in normal circumstances. Teaching staff would not normally expect to administer medication except in case of emergency.

Appropriate advance arrangements are made in all three schools for children suffering from bed-wetting and matters are dealt with discreetly by staff. In the case of pupils with severe nut or other food allergies in all three schools who are planning to participate in a residential trip, the residential accommodation is alerted to the problem and the importance of preventing exposure

to the food concerned is stressed. In the case of a wheelchair-bound student, the organiser(s) of the trip would endeavour to ascertain in advance how much of the premises to be visited are accessible by wheelchair and advise the pupil concerned accordingly who can then, in consultation with parents, decide as to the value or otherwise of the trip. It might be possible, were additional supervision to be provided, to arrange an alternative programme on arrival for the pupil concerned.

Where a pupil has other medical problems which may make a particular activity which is already high risk (e.g. skiing) especially dangerous, the School's policy is to consult fully with the parents on the wisdom of such a trip before a final decision is reached. Many activities, however, at accredited Outdoor Activity Centres which the School uses widely (e.g. during Activities Week or the Pre-Prep visit to the Mill-on-the-Brue) are required to furnish the School with a copy of their own published SENDA access policies and demonstrate experience in adapting activities for pupils with various special educational needs in order to make their programmes as inclusive as possible. Similarly, some of the requirements of the Duke of Edinburgh Award scheme are already adapted nationally for those with physical impairments. Running alongside the Ten Tors competition in which the Senior School enters teams is the Jubilee Challenge specifically for children with physical disabilities: as the School, however, has currently no experience of providing training for this event, it would need to do so in conjunction with carers and with professional guidance. In all such outdoor activities, of paramount concern must be the safety of the child and the School's policy is that this must take priority over issues of inclusion where the two are potentially in conflict.

It should be noted, however, that difficulties associated with transport are largely outside the School's control. Very few coaches currently have hoists or special boarding facilities for wheelchair-bound students and whilst, where necessary, the School will endeavour to locate such a vehicle, it cannot guarantee success in doing so. If such a vehicle cannot be hired, the School may be obliged to request that parents transport the pupil separately to the venue concerned.

With regard to foreign visits organised in conjunction with travel companies, the School's ability to make reasonable adjustments to allow for Special Educational Needs and disability is limited by the fact that many foreign countries have no equivalent of the SENDA legislation requiring them to meet the same stringent standards with regard to accommodation, accessibility and safety governing activities. Whilst the School will endeavour to make as extensive enquiries as possible of the travel company concerned as to the suitability of accommodation, travel arrangements and access to sites on the itinerary, it can make no guarantees about these matters and parents need to be aware of this.

In the case of foreign exchanges organised directly by the School itself, the School is more able to make reasonable adjustments to meet the needs of an individual child. Parents of pupils who have special needs are asked to state, on application, whether they require any special provision so that, as far as possible, an appropriate pairing is made with a foreign partner, e.g. a partner with similar medical or other problems or who has parents with a medical background,

Work Experience

At present, work experience does not take place below Year 12 and pupils are largely encouraged to find their own placements with guidance from the Careers and Higher Education Guidance Department, which is sometimes able to put pupils in touch with potential work experience contacts who have a link with the school. Parents are urged to notify the potential work experience placement of any particular medical or other problem which may potentially increase a student's risk and the company concerned is asked to conduct a risk assessment in the light of its own health and safety policy and legal obligations. Were there to be particular risks identified in the course of this, these would be discussed with the pupil concerned and his/her parents and the advisability or otherwise of the placement considered.

Pupil welfare arrangements

Pastoral care and associated pastoral policies

The School's approach is to be fully inclusive and to integrate pupils with disabilities into standard tutor/ form groups in all age groups without discrimination. Such pupils have an entitlement to all the rights and benefits enjoyed by other pupils and to have a legitimate expectation to be treated by other pupils in an entirely non-discriminatory manner. Issues of bullying, friendship and integration are covered in assemblies, individual and group discussions (e.g. circle time in the Pre-Prep), in form periods, in PSHE lessons in those year groups where they are timetabled and within some subject specifications. Any pupil who believed himself or herself to be the victim of bullying as a consequence of his or her disability should not hesitate to refer the matter to a member of staff so that swift remedial action can be taken. The School also welcomes approaches from parents if the pupil is either too young, or otherwise feels unable, to raise the matter in person.

Medical support

In all cases of illness, injury or disability, the School is primarily dependent upon the provision of accurate information from parents about the nature of their child's condition, supported by appropriate professional documentation from the child's GP or hospital consultant which includes guidance as to how to manage the condition during the normal working day. In the absence of such information the School cannot be held liable for any error in managing the child's day-to-day needs or in dealing with a particular emergency.

The School Nurse keeps separate confidential records on all those pupils in the Senior School who have particular medical needs or disabilities and liaises closely with pastoral staff in all three schools and, where appropriate, with the School Doctor. Pupils are able to bring clearly labelled medication into school and it may be administered by the Nurse subject to signed parental consent. Her role within the Pre-Prep and Junior Schools is a purely advisory one and medication may be administered by teaching/support staff in these sections of the School with prior consent from parents.

For pupils with severe or long-standing medical problems it may be necessary for the School Nurse to develop an Individual Healthcare Plan in consultation with parents, the School Doctor and other agencies.

Those pupils who, through injury or illness, experience temporary but prolonged absence from School are, wherever practicable, provided with appropriate work in liaison with parents, and arrangements are made for work to be returned to School for assessment. In the Pre-Prep and Junior Schools this is arranged by Form Teachers and in the Senior School by Heads of Year in consultation with subject staff. In some cases, it may be possible for the School to provide a limited amount of tuition at home or in hospital (possibly at additional cost to parents) or for other arrangements to be made such as the provision of duplicated notes or recordings of lessons. Printed communications which would normally be sent home by pupil post are posted by Royal Mail or communicated electronically in order to ensure that the child and parents are kept in close touch with the School and the tutor communicates with home on a regular basis (telephone and email) in order to stay informed of the situation.

Pupils returning to school after a prolonged period of absence may be offered reduced timetables where this is deemed appropriate. This may also be a reasonable adjustment in the case of pupils suffering from CFS/ME or glandular fever, for example. Staff teaching a pupil after a period of absence are asked to provide support to help the child to reintegrate as quickly as possible and to catch up any work missed.

In the case of public examination candidates, where deemed appropriate and where supporting evidence can be supplied, application will be made either in advance for Special Provision or immediately after the examination(s) in question for Special Consideration.

Catering arrangements and severe food allergies

In the Pre-Prep School there is a food management policy in operation which ensures that, in all but very exceptional circumstances, it should be possible for a child to eat school-prepared meals in the dining room with other children, but it may occasionally be preferable to allow a child with a very severe food allergy to bring a packed lunch from home.

The Junior and Senior Schools are not in a position to provide for special diets and parents whose children suffer from particular food allergies are advised against school lunches and recommended to provide a packed lunch from home each day. A notice is on display in all the serveries advising pupils that some school foods may contain traces of nuts. A child who suffers from severe nut allergy would be advised to eat his or her packed lunch away from the dining hall and should carry an Epipen at all times. The School Nurse and a small number of staff are trained to administer an Epipen in the case of emergency and within the course of the next three years the School intends to train additional staff.

b) Provision of written information to pupils

In any cases where the School's standard provision of written information for pupils (e.g. printed handouts, timetables, calendars and so forth) presents problems for a pupil with a disability, the School will seek to provide the information in an appropriate alternative format e.g. orally, large print or electronic.

c) Communications with the home

In any cases where the School's standard printed communications are not easily accessible, owing to visual impairment or to language difficulties, endeavours will be made by the School to make reasonable adjustments. These might include large print versions or translation into a foreign language (where parents can recommend a translator with the necessary expertise). Similarly, parents whose first language is a language other than English and who may experience difficulty at parents' evening and other occasions are welcome to bring an interpreter into school with them. It is unlikely, however, that the School will, in the course of 2011-14, be in a position to provide a free translation service on demand.

In the case of parents with hearing impairments, the School would recommend that they arrange to be accompanied by a signing aide as the School does not currently have a staff member trained in British Sign Language. Consideration may need to be given over the course of this Accessibility Plan (2011-14) to providing appropriate training for a member of the teaching staff

d) Physical environment

All three schools possess buildings constructed before current Building Regulations and The Education (School Premises) Regulations 1999 required premises to be fully accessible by wheelchair. Significant parts of the Senior School and the Pre-Prep in particular are sited over a number of floors in nineteenth century buildings which do not readily lend themselves to the installation of lifts. Whilst the School intends to increase accessibility wherever this is feasible and not excessively costly, it is unlikely that every area of these buildings will be fully accessible. In addition, the Senior School is located on a steeply sloping site on a number of levels linked by flights of steps: whilst the School is investigating the possibility of adding further ramps, the very nature of the site itself would give some ramps a much greater incline than would be desirable. Further to this, specialist laboratories or classrooms for certain subjects, based on the valid ground of having specialist facilities for some subjects in one place generate additional cause for concern. This system requires pupils and staff to move from classroom to classroom, often up steps or stairs in buildings without lifts.

Any pupil or member of staff with significantly impaired mobility will be put at a disadvantage by the problems identified above, if not prohibited altogether from access to some or all of the educational and other facilities the school offers. Nor can these matters be remedied in any substantial way by reasonable adjustments; the major alterations necessary to the physical features of the school would be prohibited by cost. Even the fruition of long-term plans will not entirely remedy the situation (see attached Plan).

From time to time, full audits of the premises are undertaken with specific reference to wheelchair access in order to identify aspects which could be improved and the School would conduct a separate audit on an individual basis for any student or parent with physical or medical conditions of a different order, e.g. visual or hearing impairment.

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Awareness and Observance of this Policy and Accessibility Plan

Senior members of staff are responsible on a day-to-day basis for the communication, monitoring and implementation of this policy in their respective schools, but the Disability Policy Working party (consisting of the Head of KES, the Head of the Pre-Preparatory School, the Head of the Junior School, and the Bursar) also shares a collective responsibility and, in that regard, will meet once in April each year to review the Policy, to amend it to take account of further legislation and to make a formal report to the Governing Body.

The Disability Policy Working party has considered the existing mechanisms in the school for ensuring awareness and observance of the policy. Specific INSET is held on a regular basis and the policy is made available to all members of staff via the computer network. All staff (including teaching and support staff) are given regular training on working with disabled pupils. Pupils' awareness is also raised during PSHE courses and in assemblies and tutorial work.

The Accessibility Plan is available to any potential or existing parent on demand and is subject to inspection by the Independent Schools Inspectorate.

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