



ACCESSIBILITY PLAN (SENDA)

1. Aims

The School is committed to ensuring that it fulfils its duties as set out in current SEND legislation and the Code of Practice for Special Educational Needs, which we have adapted to meet our individual circumstances. We will promote equal opportunities for all in accordance with the Equality Act 2010 and the Children and Families Act 2014. We have high expectations of all of our pupils and we will strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs and disabilities (SEND) can bring to school life.

2. Definition of disability

- a) A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls "a substantial and long term adverse effect on their ability to carry out normal day-to-day activities" There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.
- b) Reference to 'disabled people' includes disabled children, young people and adults, as pupils, employees, governors, parents and carers and other members of the wider community that might use school premises for leisure or other activities.
- c) In relation to physical impairment conditions that affect the body such as: arthritis, asthma, cancer, diabetes, epilepsy, hearing or sight impairment (unless this is correctable by glasses or contact lenses), HIV, mobility difficulties whether or not caused by the loss of a limb, multiple sclerosis, severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met.
- d) Mental impairment includes conditions such as: autism, dyslexia, learning disabilities such as Down's syndrome, mental health conditions such as depression and schizophrenia.
- e) The other tests to apply to decide if someone has the protected characteristic of disability are:
 - i) The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur, they will be considered to be a disabled person.
 - ii) Whether the effect of the impairment is to make it more difficult and/or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.
 - iii) If the activities that are made more difficult are 'normal day-to-day activities' at work or at home.
 - iv) Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they

have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

3. Definition of learning difficulty

Legally a child is defined as having special educational needs (SEN) if she has learning difficulties or disabilities which make it harder for them to learn than most children of the same age. Girls with a learning difficulty may need different educational approaches from those generally provided by schools for children of the same age in the area.

4. Admissions and pupils with disabilities, SEN and learning difficulties

- a) Prior's Field is committed to ensuring that we welcome all children who can make the most of the opportunities that we offer and can flourish irrespective of any disabilities, provided that they can cope with our site. Pupils with Special Educational Needs and learning difficulties and those with Education, Health and Care plans (EHCPs) are also welcome, provided that the School's Learning Development Department can provide them with the help and support they require and that we can meet their individual needs.
- b) We advise parents of children with physical disabilities to discuss their child's requirements with the School before they sit the entrance exam so that we can make adequate provision to help them. Parents should provide full written details (of any special needs, for example large print material) and a copy of any assessment report from a suitably qualified assessor, e.g., educational psychologist, specialist assessor, medical consultant etc.
- c) Full details of the Admissions Policy are available on the School website or from the Admissions Office.

5. On entry

Pupils with special educational needs or learning difficulties may require special consideration and treatment and, if appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisors the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before she becomes a pupil at the School. Copies of the School's SEND Policy are available on the website.

6. Barriers to learning

The School recognises that social, emotional and behavioural barriers to learning can be associated with some disabilities. Mental illness or learning difficulties can cause behavioural issues. The School aims to work together with families to overcome or minimise these as far as is possible.

7. Physical accessibility

The School has an active monitoring policy and will make any adjustments that could be reasonably required to take account of an individual pupil's needs, within the constraints imposed by its listed buildings. The School has an ongoing programme to upgrade the facilities and consideration of the needs for improving disabled access will always be prioritised. The School's Accessibility Plan is attached at Annex A.

8. PE and sporting activities

The School promotes the inclusion of all pupils in sport. Physical Education is intentional in its holistic approach to inclusion in sport, tailored towards students' individual and

specific academic and pastoral needs. The PE staff ensure that all pupils experience a wide range of activities suitable for all needs. The staff are experienced in tailoring activities to suit all abilities and are aware of all students' SEND needs. The aim of the department is to make participation in sport accessible for all students wherever possible.

9. Other adjustments

Depending upon need, children can use laptop computers with appropriate software in tests and examinations as well as in class. Pupils can be given large print documents as required. Parents are welcome to provide auxiliary aids and services for their child at their own cost. Menus can be devised to cater for special dietary requirements and pupil timetables can be differentiated as necessary.

10. Learning Development Department

- a) The School has a specialist Learning Development Department which is able to support those pupils identified with some form of Specific Learning Difficulty such as: dyslexia, dyspraxia, attention deficit problems or autistic spectrum profiles of a mild and non-complex type. All of them have full access to the curriculum and are taught alongside their peers in regular classes. Here they have access to high quality teaching, a broad and balanced curriculum and the entire range of school activities.
- b) Some disabled pupils may also require specialist support from the Learning Development department. This would normally be discussed with parents before their child enters the school. Pupils with identified or suspected learning difficulties will be assessed [at their parents' expense] by a specialist so that the areas that require support can be identified. Specialist one-to-one lessons are offered outside the normal curriculum. The School works closely with the child and their parents and to help them to overcome the barriers that their difficulties present.
- c) The Learning Development Department will prepare a SEND Passport for each child, setting achievable targets. The child, together with their parents and teachers, review the plan regularly. Details of the arrangements for monitoring progress are contained in the SEND Policy.

11. English as an Additional Language (EAL)

In order to cope with the academic and social demands of Prior's Field School pupils must be fluent English speakers. The School may recommend that some children, whose first language at home is not English, receive individual tuition in English as an additional language.

12. The Role of the SENDCo

The head of the Learning Development Department has an important role as the School's SEND co-ordinator (SENDCo). Working closely with the Assistant Head (Pastoral and Wellbeing) and the Director of Teaching and Learning, they play a key role in determining the strategic development of the SEND policy and provision in the School in order to cater for the individual needs of pupils with SEND.

13. The Medical Centre

The School's Medical Centre is staffed by a fully qualified nurse and is open during the school day so that qualified help can be summoned immediately. The School Doctor holds two surgeries a week. The Medical team are always happy to discuss any pupil's health problems with parents as well as the management of any medical condition.

14. Selection and recruitment of staff

The School is committed to ensuring equality of opportunity through the creation of an environment in which individuals are treated on the basis of their relevant merits and abilities. Appointments to posts at Prior's Field are made on the basis of the candidate's suitability for the post, as demonstrated in the application form and interview. Job applicants are invited to let the School know if any positive action is needed to assist them if they are invited to interview.

15. Staff training

Teaching staff receive training on the learning needs of pupils with special education needs and disabilities. All staff are notified of any specific specialist assistance required by individual pupils and given regular training as appropriate.

16. School behaviour and discipline

Prior's Field takes pride in its well-developed system of pastoral care for social interaction amongst pupils. All pupils are taught that victimisation and bullying is prohibited and will not be tolerated. The School's objective is to ensure that a pupil with SEND or other protected characteristic does not suffer less favourable treatment as a result of discrimination. Pupils are taught through the PSHE programme the importance of respecting each other and behaving towards each other with courtesy and consideration. The School's behaviour policies/school rules make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated, homophobic, disabled and cyber. All pupils understand that bullies can expect sanctions to be applied to them.

17. Partnership with parents

The School's hope is that all parents will feel able to share any concerns about their child with the pastoral staff in order that a healthy partnership for the care of their child can be developed. A tutor or the Head of Learning Support will always ask to see a parent if they felt that an adjustment to the curriculum or individual education plan followed by their child might be in their best interests, or if there was a specific concern.

18. Complaints

The School naturally hopes that a parent will not feel that they have cause to complain but the complaints policy is published on the website and is also available from the Head's PA for any parent who wishes to use it. Additionally, all parents of children with SEND have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their child has been discriminated against.

19. Related policies

- a) Admissions Policy
- b) Equal Opportunities
- c) Health and Safety
- d) SEND Policy
- e) Recruitment Policy

Reviewed by:	Bursar
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Date of next review:	April 2025
Governors review:	Estates Summer 2024
Location:	ISI

APPENDIX A – Accessibility plan

This plan aims to fulfil the duties set out in the SEN and Disability Code [SEND Code 2014].

Each area is thoroughly analysed with a view to ascertaining that the needs of disabled pupils, staff and visitors are properly taken into account, and identifying where further work is needed.

Aim	Action required/undertaken	Time-frame	Outcome
Better physical environment	<p>Building and maintenance works reviewed at the planning stage to ensure that needs of those with disabilities are taken into account.</p> <p>Lighting improvements internal and external</p> <p>New capital building projects will be designed to ensure that accessibility is improved and disabled facilities increased.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Ensures adjustments to widen disabled access are planned effectively</p> <p>Improved lighting better visibility for all. Planned transfer to LED Light fittings reduces frequency of headaches in those susceptible.</p> <p>A building project which was completed in 2017 provided a significant increase in accessibility across the site particularly in the Arnold Building enabling disabled access to all Science labs, Food Technology, Music, Geography, RS and Psychology classrooms for the first time. Three new disabled washrooms were installed. Improved social areas with enhanced landscaping and level access also created.</p>
Improved accessibility where practicable	<p>Ramps allowing wheelchair access around the main building are available.</p> <p>Light wheelchair kept in the medical centre.</p> <p>Lifts are available to all floors in Field Wing</p> <p>Disabled WCs are available on each floor of Field Wing and the Arnold building and on the ground floor of the Sports Hall.</p>	Ongoing	<p>Together with improved access in the Arnold building disabled access to other areas of the School was been improved. Lifts were installed in Field Wing increasing accessibility to academic areas of the School</p> <p>The Estates Committee has developed a new master plan that on completion of Phase 2 will provide a lift to access</p>

	Main barrier to access – no lift to boarding areas.		boarding areas and at least one bedroom with disabled facilities.
New Teaching, residential and administrative staff aware of needs of pupils with special needs	<p>Induction for new staff includes advice on which pupils have special needs and guidance on how to meet them.</p> <p>Annual staff induction includes updates on guidance/requirements for all pupils.</p> <p>Specific pupil information and guidance is available on the School's MIS and is updated throughout the year.</p> <p>Acceptance of information is registered.</p>	Ongoing	<p>Teachers, residential and other staff are able to anticipate the needs of pupils with disabilities and plan lessons accordingly.</p> <p>Teachers can anticipate the needs of the pupil in the classroom</p>
Improved facilities for pupils, staff and visitors with special needs	<p>Induction loop fitted in assembly hall and Sports Hall. Finding out about this</p> <p>Rumble pillow available for any hearing impaired boarder.</p> <p>Classroom assistants can be provided for pupils with extra needs.</p> <p>New signage is non-reflective to assist vision impaired.</p>	Ongoing	Improved quality of sound for hard of hearing at events and lectures.

<p>Teachers, boarding and other relevant staff are aware of special needs of new entrant pupils</p>	<p>Before a disabled pupil joins the School, an audit is undertaken to assess their requirements in terms of:</p> <ul style="list-style-type: none"> (a) full access to curriculum (b) access to buildings (c) delivery of information (d) pastoral and medical care <p>Appropriate staff are available to assist with the assessment as required.</p> <p>A detailed support strategy is prepared and reasonable adjustments agreed with the pupil/parents.</p> <p>Catering involved where special diets are required.</p> <p>The School has a large number of pupils with a range of needs both medical and learning. To make sure that these needs are fully addressed the School employs a full time SENDCo who liaises, trains and guides other staff.</p> <p>Lists of pupils for trips include details of allergies, disabilities etc.</p>	<p>As required</p> <p>Ongoing</p> <p>Ongoing</p> <p>Annual</p>	<p>New pupils with potential additional needs are identified early and their parents asked to provide information to help the School meet the needs of individual pupils.</p> <p>Head of Learning Development/SENDCo collates and disseminates this information and makes recommendations about the appropriate equipment that might be required</p> <p>Classroom assistant can be appointed if required.</p> <p>Special equipment, IT resources, structural adjustments etc. will be in place before the pupil arrives.</p> <p>Catering receive information when a pupil joins the School. Pupils feel that they are cared for.</p> <p>Other staff (e.g. boarding, catering, and housekeeping) understand the pupil's needs and have access to specialist advice.</p> <p>Trip organisers have access to up to date information directly from the School's MIS</p>
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	<p>Investment in software designed to identify and assess pupils on entry who might require more support.</p> <p>Provision of additional specialist staff to provide appropriate support.</p> <p>Monitoring, tracking and review processes are robust, appropriate and available to staff through the MIS.</p>	<p>Ongoing</p> <p>Provision reviewed annually</p>	<p>Pupils have their needs assessed in a timely manner and appropriate plans and strategies put in place to help them access the full range of experiences available at the School.</p> <p>Earlier diagnosis speeds up delivery of assistance and improved provision of education</p> <p>Pupils have better access to help and improve faster</p> <p>Ensures that the right number of appropriately qualified staff are available to help pupils</p> <p>Staff have good access to information and assistance to provide the best support within the classroom</p>
Better access for visitors	<p>Designated disabled parking spaces available.</p> <p>Reception staff trained to be aware and considerate of disabled visitor needs and are able to respond appropriately.</p> <p>Routes designated for wheelchair users/people with restricted mobility who visit the School.</p> <p>Plans made as required for positioning of ramps, route signage, WC facilities, door handles etc. as required.</p>	<p>Regular review and as required</p>	<p>Visitors are better able to move around the school independently</p>
Keep policies up to date	<p>Policies on:</p> <ul style="list-style-type: none"> • Admissions 	<p>Ongoing</p>	<p>School maintains high standards on meeting the needs of pupils with disabilities and SEND</p>

	<ul style="list-style-type: none"> • Access to the curriculum and extra-curricular activities • SEND/Learning Development policies and procedures • Welfare/bullying <p>To be reviewed annually to check that they match current best practice in relation to disability.</p>		
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Review of School Buildings for wheelchair access or impaired movement 2023 - 2024		
School Building	Accessibility	Comments
Prior's Hatch – Reception	Ramp access OK and double door both wide Disabled toilet at front of Reception Disabled parking space as near as physically possible due to flow of traffic	No further action required
Prior's Hatch – Field Wing	Field Wing has a lift to both first and second floor	Good access to Art, Textiles, classrooms and toilets in this area
Prior's Hatch – Main Building	No lift and no access for wheelchairs to School Boarding, the Medical Centre and Learning Development Department.	Part of the Ten Year Development Plan Not suitable for wheelchair access or for people with impaired movement

	<p>The entrance to Old Reception and the Oak Hall is limited with steps and narrow corridors. Possible entry by Rose Garden.</p> <p>DT – external access to the classroom – not able to access internal corridor.</p> <p>MFL – single external access door and not able to access first floor or toilets easily</p>	
Arnold Building	<p>Good access to all areas with ramps and lift. Disabled toilets accessible.</p>	No further action required
Sixth Form	<p>Limited external access, no disabled toilets, no lifts.</p>	<p>Part of the Ten Year Development Plan</p> <p>Not suitable for wheelchair access or for people with impaired movement</p>
Sports Hall	<p>Accessible to ground floor, sports hall, disabled toilet, changing rooms.</p> <p>Fitness room not easily accessible.</p> <p>No access to the first floor</p>	<p>No further action required</p> <p>Part of the Ten Year Development Plan</p>
Pavilion	<p>Narrow ramp to Pavilion</p> <p>Toilet not ideal for disabled access</p>	Part of the Ten Year Development Plan
Pool	<p>No hoists and pool has narrow surround</p> <p>Not ideal for disabled access</p>	Part of the Ten Year Development Plan