

### **AIM**

The aim of this plan is to set out how Cobham Hall School intends to increase the accessibility of its activities and facilities in order to comply with Schedule 10 of the Equality Act 2010. This plan covers 2021 – 2024.

Cobham Hall School is committed to providing an inclusive environment, within the constraints of operating within a Grade 1 listed building, for all students. It has high ambitions for all of its students and expects them to be able to participate in all the aspects of school life that they choose. The school will seek to identify and overcome barriers that prevent people with disabilities from accessing the facilities that the school has to offer.

### **DUTY UNDER THE ACT**

The Governing Body recognises its duty under the DDA, as amended by the SEN and Disability Act of 2001 together with Schedule 10 of the Equality Act 2010 'Accessibility for disabled students';

- Increasing the extent to which disabled students can participate in the school's curriculum.
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- Improving the delivery to disabled students of information which is readily accessible to students who are not disabled such as written information accessible in a range of different ways for disabled students.
- Not to discriminate against disabled people.
- Not to treat disabled students less favourably.
- To take reasonable steps (adjustments) to avoid placing disabled students at a substantial disadvantage and to improve the developments in physical access to the education and other services.
- To publish this Accessibility Plan.

The duty not to discriminate covers all aspects of school life, including boarding co-curricular activities, educational visits and school trips. The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the school.

In deciding whether a step is reasonable, schools may take into account the need to maintain:

- Access to full range of educational opportunities
- Available resources

- The practicalities of making a particular adjustment
- The Health & Safety of the disabled students and the interests of others

### **DEFINITION OF DISABILITY**

The DDA defines a disabled student as someone who has “a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities”. The definition includes sensory impairments, learning impairments, dyslexia, diabetes, epilepsy, ADHD, severe allergies and major illnesses.

### **PLAN SCOPE**

This plan sets out the school’s proposals for increasing access to education for disabled students in the three main areas of:

- Increasing access to the school curriculum.
- Improving access to the physical environment.
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

### **ORGANISATION AND RESPONSIBILITIES**

The school’s Leadership Team, together with the Head of the Student Support Department have responsibility for drawing up and monitoring this plan but seeks advice and input from other members of staff as appropriate with expert knowledge of disability issues.

The Group’s responsibilities are:

- To review the school’s policies and procedures and facilities to maximise accessibility to the school by those with additional needs.
- To make recommendations to improve accessibility by means of reasonable adjustment and by planning future improvements and by preparing and reviewing this plan and ensuring that it is linked to the school development plan
- To monitor the implementation of this plan and to review as necessary and update at least every 3 years

This will be achieved by regular meetings with the Head of Student support and the Deputy Head to review the accessibility plan and other policies to ensure that there are no detrimental effects upon students with disabilities. The Head of Student Support will meet with LT at least once a year to review the accessibility plan.

### **AWARENESS**

It is the school’s policy that staff and students are to be made aware of disability, understand its effects and accept and support disabled students as a part of school life. Appropriate staff INSET will be provided to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision. Students learn about disability through Well Being lessons. Links with the school’s Equal Opportunities Policy, Anti-Bullying Policy and handbooks will be reviewed in order to reflect inclusiveness and to aid understanding and integration.

### **Related Policies and Documents**

- SEND and Disability policy
- Safeguarding Policy
- Equal Opportunities

- Anti – Bullying policy
- Staff Handbook
- Boarding Handbook

The results of Cobham Hall's continuous monitoring of the above has informed the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

<b>ISI Regulatory Standard</b>	<b>Description</b>
Schedule 10 3. (2)(a)	Increasing the extent to which disabled pupils can participate in the school's curriculum;
3. 2(b)	Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
3. 2(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

<b>Aim</b>	<b>Standard To Be Met</b>	<b>Staff Responsible</b>	<b>Timescale (short/ medium or long-term)</b>	<b>Action and Resources Required</b>	<b>Success Criteria</b>
To ensure the school is accessible through consultation.	3. (2) (a)	Head of Student Support	Autumn B 2021  Summer B 2022	Continue use of staff SEND audit to identify areas for INSET and support.  To introduce pupil voice and parental questionnaire to further target support.	Outcomes for students with SEND improved.  Feedback through questionnaires and in face-to-face discussions e.g. parent drop ins

All students (particularly targeted as those with SEND) have access to Learning tools on Office 365 such as reading software (immersive reader) and dictate to support classroom learning and Prep as well as the TEAMS VLE.	3. (2)(a)	Head of Student Support/Head of Computing and IT support staff. Director of Studies	Autumn B 2021  Summer B 2022	All students have access to an electronic device. IT department to provide INSET on use of TEAMS VLE and reading tools in Word and online. SSD to support students to use learning tools in 1 to 1 session and raise awareness of teaching staff.	Students with SEND are familiar with and using learning tools more frequently. Monitored in SSD lessons.  Teaching staff and students are using assistive software on TEAMS regularly to support learning. Monitored in lesson observations.
Have laptops available for loan to students to reduce the impact of learning disabilities.  Laptops to have assistive learning software downloaded	3. (2)(a)	Head of Student Support/Director of Studies.	Autumn A 2021	Laptops suitable for text to speech, speech to text, note taking and mind mapping.  Software such as ClaroRead plus, Dragon Naturally speaking purchased and loaded.	Students pro-active in asking for laptop and using it for prep or in lessons.  Students familiar with a variety of learning support and software accessible to them at any time. Students' exam anxiety reduced. Monitored by SSD.
To support students more effectively in exams	3.(2)(a)	Head of Student Support	Autumn B 2021  Spring B 2022	SSD have acquired 10 more laptops for the purpose of use in examinations only.  Teaching staff using examination laptops for tests where possible.	Students with SEND are using SEND laptops for tests and trial examinations and anxiety is reduced.  Students practise using laptops for tests and confidence is improved.
Science curriculum at KS4 takes into account individual needs of	3.(2)(a)	Director of Studies	Summer A 2022 - Summer 2024	In consultation with Head of Science and Maths Faculty single certificate science will be offered to students if	Improved examination results for Year 11 2024

SEND students in decision to offer single certificate science.				need apparent in year group. To start September 2022 with Year 9	cohort in science. Criteria met.  Continues on a yearly basis where appropriate.
Curriculum designed for individual students with SEND where appropriate.	3.(2) (a)	SSD and Director of Studies	September 2021	Appropriate curriculum is in place for SEND students, such as BTec offered in Sixth Form. Entry level mathematics qualifications can be offered from Year 9. SSD to provide individual/group sessions where appropriate to support SEND students to take entry level Math's qualifications.	Students with SEND achieve entry level qualifications in Maths in conjunction with or as an alternative to GCSE Maths.
To provide improvements to the physical environment to support students with disabilities in the classroom	3.2(b)	Head of Student Support and Bursar	Ongoing	Footstools purchased to improve access to toilets and wash basins. Door hook for bridge door to Blue Corridor door to enable entry and exit safely. Bookstand/writing slate available in lessons where appropriate. 2 Booster cushions purchased for a student with Achondroplasia. TA support for practical activities where needed. Awareness of needs as student moves year groups and starts new subjects.	Student with Achondroplasia using adjustments effectively.  Student able to access all education.
Improve literacy and independent reading across the school.	3. 2(c)	Teachers and Librarian	Summer 2022	Review the current provision and introduce a literacy programme in Lower School.	Curriculum lessons, tutorial sessions and co-curricular clubs to include challenge and resources used that

				Classroom resources and noticeboards emphasise literacy and curriculum reading. Co-curricular offering includes literacy.	improve literacy. Monitored by Heads of Faculty.
Create a disabled toilet on the ground floor in Main House adjacent to the staff room.	3. 2(b)	Bursar	January 2022	Design to be carried out and fully costed by December 2021 to inform budget provision in the 2021/22 budget.	Toilet facility accessible to visitors with a disability in the Main House.