

NORFOLK HOUSE SCHOOL and MONTESSORI HOUSE NURSERY: Disability Access Policy Muswell Avenue Site and Princes Avenue Site

Introduction

At present our physical facilities for the disabled are limited. We have in recent building works made modifications to the building on our Princes Avenue Site with Disability Access in mind. These are the addition of a Disability Access toilet on the ground floor and the raising of the paving area to the front door to make assisted access better for those with limited mobility. We will nonetheless do all that is reasonable to ensure that the School's culture, policies and procedures are made accessible to children who have Special Educational Needs and/ or disabilities, and to comply with our legal and moral responsibilities under equality legislation in order to accommodate the needs of applicants, pupils and members of staff who have disabilities for which, after reasonable adjustments, we can cater adequately.

This policy also applies to the Early Years Foundation Stage - all the children on the Princes Ave Site are currently in EYFS.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the School in the following areas:

- increase the extent to which disabled pupils can participate in the school curriculum
- improve the physical environment of the school to increase access to education by disabled pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities

Our Muswell Avenue Building (hereafter referred to as MA) is located in a Victorian building built in 1896. The school has previously investigated installing a lift and stair lift on both sites and was advised that neither was a considerable possibility.

Our Princes Avenue Building (hereafter referred to as PA) is located in a similar building, just built after the turn of the century.. Access between each floor is by stairwell only.

In defining what is reasonable the school will take into account:

- the cost and feasibility of making specific alterations to the school premises
- staffing requirements
- implications on financial resources and the likelihood of any external funding being available to offset this
- Health & Safety considerations
- the interests of other pupils

Fulfilling our obligations (added November 24th 2014): SENCo will meet with the Head each term to ensure that checks are in place and we are fulfilling obligations to the plan and minute such meetings.

Definition

A person has a disability if they have a physical or mental impairment which has a "substantial and long-term adverse effect" on their ability to carry out normal day-to-day activity" (**Equality Act 2010**).

Admissions

Parents/guardians of prospective candidates for entry must notify the school of any Special Educational Needs and/or disabilities in advance of registration and must discuss with the school what adjustments could reasonably be made to accommodate the child. The School may request a full report from a doctor or Educational Psychologist to help determine whether it can properly fulfil its legal and moral responsibilities to the child and its contractual duties to the parents/guardians.

In particular the school will do all it reasonably can to ensure that the child can, with reasonable adjustments, access the curriculum whether in the classroom or through the website. The School also expects all its pupils to participate in sports, music and drama, trips and expeditions as part of its ethos of inclusiveness but must ensure that no pupil's education or safety is put at risk by the needs of any individual.

Existing pupils

The School recognises that medical and psychological conditions can develop in existing pupils which may require adjustments to be made to the way in which the curriculum is delivered.

Parents must, as soon as possible, disclose to the School in confidence any known medical condition, health problem or allergy affecting a pupil. Where appropriate the Headteacher will set up a consultation process so that interim measures can be put in place to support the pupil and that the longer term requirements be determined. The School will, to the best of its ability, make such adjustments as are reasonably practicable to allow a pupil to continue at the school.

Reasonable Adjustments

The school is committed to making all reasonable adjustments to aid a prospective pupil or an existing pupil. Such adjustments may include (but are not limited to):

- allocate a classroom on the ground floor
- install low gradient ramps for easy access on the ground floor, and for entry to school and school playground

- remote web based learning through the school's website
- specialist seating

Learning Difficulties

The School will do all that is reasonably possible to detect and deal appropriately with a learning difficulty that amounts to a “special educational need”. The school has a Head of Learning Support (the school SENCo) who is responsible for overseeing our pupils with SEND. This is Gemma Rajiah who is based at Muswell Avenue but is accessible and available on Tuesdays at Princes Avenue. Our staff are not, however, qualified to make a diagnosis of specific learning difficulties such as dyslexia, dyspraxia, or of other learning difficulties. The screening tests available to schools are indicative only: they are not infallible. Parents will be notified if a screening test indicates that a pupil may have a learning difficulty. It will be the responsibility of the parents to arrange any formal assessment; the school can help with this process through the recommendation of specialist help.

Parents must notify the Headteacher in writing if they are aware or suspect that a pupil (or anyone in their immediate family) has a learning difficulty and the parents must provide the School with copies of all relevant information.

Withdrawal of a pupil

If following the process of consultation and the making of all reasonable adjustments it is the professional judgement of the Headteacher that the School cannot provide adequately for a pupil's disability or special educational needs, parents will be asked to withdraw the pupil. In such cases every effort will be made by the School to assist in finding a suitable placement in another school.

Written: 01 September 2010

Reviewed: 01 September 2012

Updated: 01 September 2014/4th Dec 2014/27th April 2015

Next Review: 01 September 2017

Appendix 1 – 3 Year Disability Access Plan – Valid from Sept 2014-Sept 2017

*where an asterisk is indicated this applies to both sites. Specific mention of a site will be indicated by its initials at the start of each point.

KEY ISSUE	ACTION	BY WHEN	RESPONSIBLE
Access to curriculum	<ul style="list-style-type: none"> all pupils have appropriate access to all areas of the curriculum* maintain a strong focus on the need to differentiate work for all pupils* Ensure that termly pupil progress meetings highlight and indicate any pupils with potential SEN and interventions to support. These will be monitored by SENCo teaching support as needs dictate* Through meetings set up by SENCo increase the awareness to teaching staff of the situation of some pupils – and offer staff practical solutions to be aware of to help pupils overcome their learning difficulties – both within and outside the classroom. Look for training opportunities for both SENCOS and also for SENCOS to train teaching staff* provide access to off-site activities* implement and deliver effective SEND programmes* review access to PE and Games programmes to allow all pupils to participate, where possible, in sport* 	<p>Annually Annually Each term</p> <p>Pupil concerns highlighted in fortnightly KS meetings Checked termly by SENCo</p> <p>Reviewed termly through IEP meetings</p> <p>Annually and when pupil needs dictate</p>	<p>by SENCo</p> <p>Disseminated to All staff who share joint responsibility</p> <p>SENCo</p> <p>Head of Sports</p>
<p>Main entrance In Place at time of policy update:</p> <ul style="list-style-type: none"> MA: already double 	<ul style="list-style-type: none"> MA: acquire a low gradient access ramp as and when needed as finance allows 	<p>Termly check for need</p>	<p>SH & KM</p>

<p>doors in place</p> <ul style="list-style-type: none"> PA: pathway has been raised (August 2014) so access is easier. Double doors in place at rear of building to gain access 			
<p>Access to office, rear exit and dining hall In Place at policy update: PA: during recent building work ramp access to rear of building has been accommodated with easy access to fire exit (August 14)</p>	<ul style="list-style-type: none"> MA: acquire a low gradient access ramp as and when needed as finance allows 	<p>Check termly for pupils/staff</p>	<p>SH & KM</p> <p>SH/EB</p>
<p>Internal doors</p>	<ul style="list-style-type: none"> survey to calculate width of each entrance including access into Reception through fire door and ensure some rooms are wide enough to accommodate wheelchair access* 	<p>By April 2015</p>	<p>KM/SM</p>
<p>Classrooms</p>	<ul style="list-style-type: none"> rooms are small but investigate how rooms could be modified for a child or member of staff with a disability* some lessons could be relocated to other rooms which may be more appropriate* 	<p>by Sept 2015</p>	<p>SH/EB</p>
<p>Playground</p>	<ul style="list-style-type: none"> acquire playground equipment relevant to child's disability* 	<p>Termly check for pupils with needs that require this</p>	<p>Child's teacher GR</p>
<p>Stairs</p>	<ul style="list-style-type: none"> survey of stairs investigating stair lift provisions – <i>This was investigated and found not possible due to width of stairs and up/down access.*</i> 	<p>Sept 2012 conducted, findings catalogued</p>	<p>SM (will not need reviewing again as building cannot be changed)</p>

Lavatory facilities	<ul style="list-style-type: none"> MA: investigate possibility of a disabled lavatory on the ground floor – <i>Physical space limitations dictate - at the present time there is no room to provide a disabled toilet on ground floor</i> PA: DDA installed on the ground floor. This is located in the infant community room. 	<p>Sept 2014</p> <p>Sept 2014</p>	<p>SH & KM</p> <p>SH/EB</p>
Access to information	<ul style="list-style-type: none"> e.g. ensuring information is available in alternative formats Engaging with parents with disabilities/ parents of pupils with disabilities to discuss the most appropriate formats of information* Provide external agencies: interpreters as requested/ sign language specialists as requested for parent meetings* 	<p>Sept 2014</p> <p>Oct 2014</p> <p>Oct 2014</p>	<p>SH & KM</p>
Admissions	<ul style="list-style-type: none"> Ensure the wording of all school documentation (e.g. Staff Handbooks, Guides for Parents, etc.) continues to make provision for possible disabled pupils and is therefore not unintentionally discriminatory* 	<p>Checked Annually</p>	<p>SLT, All Staff</p>
Accessibility to Buildings	<ul style="list-style-type: none"> Consider the fire evacuation procedures in light of any necessary changes* Ensure that vehicles purchased in the future are fitted with wide doorways and railings. Consider other beneficial fixtures and fittings, which could be installed when new minibuses are ordered* 	<p>Checked termly</p> <p>From September 2014 – any new purchases</p>	<p>KM</p> <p>EB/SH</p>
Medical	<ul style="list-style-type: none"> Assess child's health needs and identify resources required to meet those needs prior to school commencement* Formulate a care plan for the child with known care needs prior to school commencement* 	<p>Checked annually – and with new joiners Termly</p> <p>Checked termly</p>	<p>Welfare Assistant & KM/ LI/ SM</p> <p>Kitchen staff – in conjunction with</p>

	<ul style="list-style-type: none"> • Provide opportunity for updating health information and reviewing plans to meet the changing health needs of the individual child* • Identify the need for staff training when a child's health care needs are complex* • Liaise with kitchen/medical staff to cater for disabilities caused by allergies (Diet)* 	<p>In response to needs</p> <p>In response to needs</p>	<p>class teacher and office</p>
<p>Recreation Activities, Hobbies etc.</p>	<ul style="list-style-type: none"> • Ensure that trips out of school for pupils are planned with the abilities of all pupils in mind to ensure inclusion as far as possible 	<p>Each trip takes account of any additional needs</p>	<p>Teaching Staff</p>