

Accessibility Policy: Part 1

Accessibility Plan

Special Educational Needs & Disability Act 2001 (SENDA)

This accessibility plan has been drawn up in accordance with the requirements of the Special Educational Needs and Disability Act 2001 (SENDA) and has taken the Access Audit of February 2003 into consideration. This plan should be viewed alongside Rossall School's Disability Policy. The Accessibility Plan is reviewed by the school's Health & Safety Committee. Such reviews take place at least once a year.

The plan is in four parts:

1. Increasing the extent to which disabled pupils can participate in the curriculum
2. Improving the physical environment
3. Improving the delivery of information to disabled pupils
4. Sharing resources

1. Increasing the extent to which disabled pupils can participate in the Curriculum

The School pupil population already includes a significant proportion of children who have learning or physical disabilities. The special needs of these children are considered in consultation with the Special Educational Needs Coordinator, Mrs. Ann Jurczak. The main forms of disability relate to dyslexic tendencies, short-term memory problems and organisational difficulties' however children with hearing and sight impairments are also successfully integrated and accommodated.

The Accessibility Plan has been drawn up with a view to enabling children with a wide-range of disabilities to take a full and active part in the School curriculum. In full consultation with parents and other interested parties e.g. educational psychologists, the Special Educational Needs Coordinator will identify the specific needs of the child and put in place an individual educational plan. This plan will also identify reasonable adjustments that can be made to the school facilities both physical and educational.

Ideally these discussions will take place well in advance of a child's entry to the school. This will provide adequate time for needs to be assessed and reasonable adjustments to be made. At all times the need to discuss formally the arrangements with parents and/or guardians will be of paramount importance.

Special arrangements for entrance examinations will also be discussed at these meetings. These might include audio or large-print formats of entrance papers or additional time as stipulated in an educational psychologist's report. Rossall School accepts that there is an important balance to be struck between the individual needs of the pupil and their desire to play a normal

part in the interview and admissions process e.g. time spent with peers on the day is an important part of the occasion for all the children. The School takes special care not to inadvertently isolate in any way children with disabilities.

Adjustments to the physical environment of the school campus are included in section 2 of the Accessibility Plan. The aim of this plan is to improve progressively physical access to all parts of the school buildings enabling children with specific physical disabilities to experience the full range of curricular and extracurricular opportunities available.

Staff INSET is a key part of the school's Accessibility Plan. The annual programme of training will continue to include whole staff sessions on meeting the special needs of all children at the school.

Over the next three years the following objectives have been identified within the Accessibility Plan.

- To review entrance examination procedures enabling all children, including those with specific educational needs to show their full academic potential .
- To continue the introduction of data projectors and interactive boards in all departments and in so doing enhance the visual appropriateness of the resources available to academic staff.
- To implement the recommendations of the health and safety committee with regard to physical improvements to the School campus.

2. Improving the physical environment

During the next few years the school has to take considerable steps to facilitate access to its buildings and sites to enable disabled members of staff to carry out their teaching duties and disabled pupils to attend their lessons. The historic buildings make this a very difficult and expensive process.

Houses

Whilst all or parts of the ground floors of each House are accessible, thus allowing the admission of day pupils, the provision of disabled facilities for boarders requires improvement.

Action required to make these Houses more accessible will include:

A designated bedroom on the ground floor with washroom facilities in at least 2 Houses in the Square (1 Boys and 1 Girls House)

Classrooms

Most entrances require ramps to be built to allow ground floor access. In some cases internal stairs require additional ramps to be constructed.

Other facilities

The School Chapel has a purpose built access ramp. Entrance to the Dining Hall is not possible without a ramp and this will have to be constructed.

Traffic and pedestrians

The School's traffic and pedestrian arrangements have been improved with the intention of reducing vehicle access to those parts of the campus used predominantly by pedestrians and providing better lighting. Further improvements are planned and will include specially designated parking spaces for disabled drivers. Further review will also include the provision of new footpaths which will be wheelchair friendly.

Toilets

Disabled toilets are located as follows:

- Rose House
- The ISC (International Study Centre)
- The Junior School (James House)
- The Astronomy Centre
- Infant and Nursery Building

Transport

The School's existing fleet of minibuses are not adapted for disabled use. Arrangements could be made at short notice to hire minibuses should this be required.

3. Improving the delivery of information to disabled pupils

The annual departmental review of health and safety will in future include specific reference to the needs of children with disabilities e.g. the re-positioning of whiteboards, improved lighting, the introduction of hearing loops etc. Recommendations will be considered by the Health and Safety Committee and incorporated into the annual maintenance development plan.

In discussion with parents all information sent out by the School will be made available in a format appropriate to the needs of the child and/or parents. Such information will include: the School Calendar, reports and all direct information from departments. The School is very happy to discuss with all parents the details contained within the 'Joining Pack' which includes important information about School policies, rules etc.

4. Sharing Resources

The School accepts that within the scope of the Accessibility Plan it will not be possible to make every part of the academic curriculum available to children with physical disabilities with immediate effect. Only over a period of several years will all parts of the campus become physically accessible.

Over this period of development the School is willing to discuss possibilities for working closely with other independent or maintained schools to meet the needs of disabled children. These might include: providing transport to other schools for the teaching of specific subjects or making use of a specialist within another school. Such discussions would take place at an early stage prior to acceptance of a place to ensure that the arrangements put in place were appropriate and had the full agreement of all interested parties.

Related policies

- Accessibility Policy: Part 2
- Disability Policy
- SEN and Learning Difficulties Policy
- Anti-Bullying Policy
- Administration of Medicines

Date of policy: September 2009

Revision of policy; September 2011

Accessibility Policy: Part 2

Assessment of current accessibility of main buildings

Curriculum Provision

Science School

There are rooms on the ground floor. These are accessible by wheelchair. The upstairs rooms are only accessible by one of two staircases.

Action: Ramp access to all ground floor rooms. Rossall has 6 removable desks for disabled pupils which can be installed in any ground floor classroom.

ICT

There are rooms on the ground floor. These are accessible by wheelchair.

Action: Ramp access to all ground floor rooms.

Mathematics

All rooms on the ground floor have wheelchair access. Access to classrooms on the first floor is by staircase only.

Action: Ramp access to all ground floor rooms. Interim measure would be to teach in a classroom on the ground floor if necessary. Rossall has 6 removable desks for disabled pupils which can be installed in any ground floor classroom.

Religious Studies

All rooms on the ground floor have wheelchair access.

Action: No action required

Library

There is reasonable access to the ground floor where the main facilities are housed.

Action: Ramp access required.

Geography

All rooms are situated on the ground floor.

Action: Ramp access to the front of the building required.

History

There are three rooms situated on the first floor. Access to these rooms is through a short flight of steps.

Action: Installation of lift from lower to upper floor for access to Business Studies and Maths as well. Interim measure would be to teach in a classroom on the ground floor if necessary. Rossall has 6 removable desks for disabled pupils which can be installed in any ground floor classroom.

Design Technology

All rooms are situated on the ground floor.

Action: None required for access. Further work on access to equipment might be necessary.

Art

There are three rooms on the ground floor. These are accessible by wheelchair. The two upstairs rooms are only accessible by one of two staircases.

Action. Ramp access to all ground floor rooms. Interim measure would be to teach in a classroom on the ground floor if necessary. Rossall has 6 removable desks for disabled pupils which can be installed in any ground floor classroom.

English and Drama (Jackson Block)

The three upstairs rooms can only be accessed by staircase.

Action: Interim measure would be to teach in a classroom on the ground floor if necessary. Rossall has 6 removable desks for disabled pupils which can be installed in any ground floor classroom.

Modern Languages (Jackson Block)

All rooms are on the ground floor. Access to all rooms is via the entrance at the east end.

Action: No further action required.

Business Studies and Economics

There are classrooms on the first floor. Access to these classrooms is via a staircase.

Action: Installation of a lift. Interim measure would be to teach in a classroom on the ground floor if necessary. Rossall has 6 removable desks for disabled pupils which can be installed in any ground floor classroom.

CCF Classroom and Store

Most rooms are on the ground floor. Training can be done in these rooms.

Action: None required.

Junior School (James House)

Access to the ground floor is via a stepped entrance, denying wheelchair access. The upstairs rooms are only accessible by staircase.

Action: Installation of ramped access to allow participation in lessons on the ground floor. Rossall has 6 removable desks for disabled pupils which can be installed in any ground floor classroom.

Infant and Nursery School

This is a single storey building and access is possible to all rooms.

Action: None required

2. Non-Curriculum areas

Staff Common Room

The Staff Common Room is on the first floor. Access to the Common room is by staircase only. Cost of a lift is prohibitive.

Action: Installation of a CCTV camera with link to ground floor TV.

Dining Halls

The Dining Halls is situated on the ground floor. Access is via a stepped entrance, denying wheelchair access.

Action: Installation of ramped access.

Mondo

Access is via steps at the entrance. There is no ramped access.

Action: Installation of a ramp at the entrance.

Swimming Pool

Access to the swimming pool is via a stepped entrance, denying wheelchair access.

Action: Installation of ramped access.

Beecham Music Centre

There is wheelchair access to the ground floor.

Action: None required.

Medical Centre

This is situated on the ground floor with access via steps at the entrance. There is no ramped access.

Action: Installation of ramped access required.

Administration Block

There is access to the ground floor, but access to the first and second floors is by staircase only. There are further steps within the building making access very difficult.

Action: Installation of a lift to the first and second floors would be prohibitively expensive. There are internal stairs within that would still render parts of the building inaccessible.

3. Houses

Anchor

There is level access to the ground floor and separate access to the changing rooms. All the sleeping accommodation is on the first or second floors.

Action: Provision of an en-suite bedroom on the ground floor. Establish a common room on the ground floor.

Dolphin

There is wheelchair access to all the ground floor rooms.

Action: None required.

Lugard Boys

There is wheelchair access to the ground floor, which includes the main common rooms and some bedrooms.

Action: None required.

Lugard Girls

There is wheelchair access to the ground floor. There are some bedrooms on the ground floor as well as the main common room areas.

Action: None required.

Mitre Fleur De Lis

There is wheelchair access to the ground floor only. There are some bedrooms on the ground floor as well as the main common room areas.

Action: None required.

Pelican

There is wheelchair access to the ground floor. There are bedrooms and common room facilities on the ground floor.

Action: None required.

Rose

There is wheelchair access to the ground floor. The bedrooms and common room areas are all on the first and second floors.

Action: Provision of an en-suite bedroom on the ground floor. Establish a common room on the ground floor.

Spreadeagle

There is wheelchair access to the ground floor only. There are some bedrooms on the ground floor but the main common room areas are on the first floor.

Action: Provision of an en-suite bedroom on the ground floor. Establish a common room on the ground floor.

4. Disabled toilets

There are disabled toilets in the following locations.

- Rose House
- The ISC
- Junior School
- Astronomy Centre
- Infant and Nursery Building

Related Policies

- Disability Policy
- Accessibility Plan
- Anti-Bullying Policy

Date of policy: September 2009

Review of policy: September 2011