



Rossall

INSPIRING EXCELLENCE

ACCESSIBILITY POLICY

Part I: Accessibility Plan

**Part II: Assessment of Current
Accessibility of Main Buildings**

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ROSSALL SCHOOL

ACCESSIBILITY POLICY: PART I

ACCESSIBILITY PLAN 2021 - 2024

Special Educational Needs & Disability Act 2001 (SENDA)

Rossall School aims to provide a first class education for pupils aged between 0 and 18. The School is committed to a policy of inclusion and equal opportunity. This commitment is reflected in the School's day-to-day practices and procedures. The Accessibility Plan is written with reference to the SEN and Disability Code of Practice: 0-25 Years and complies with our duties under the Equality Act 2010.

The School endeavours to provide the best possible support to its pupils, does not treat disabled pupils less favourably and takes reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission, teaching and learning and co-curricular activities. The Admissions Policy, Equality and Diversity for Staff and Pupils Policy and Special Educational Needs and Disability Policy are available on the School website: www.rossall.org.uk.

At Rossall School our Accessibility Plan is reviewed annually by the school's Health & Safety Committee, with a focus on how School's policies, procedures and facilities are likely to affect pupils and prospective pupils who are disabled. Recommendations are made with a view to improving the accessibility of its curriculum in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future.

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

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 Head of Learning Development. 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 Head of Learning Development 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.

Improving the physical environment

During the next few years the school is taking 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). This action will be considered in the programme of future planned refurbishments.

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, Dining Hall and Science Block have purpose built access ramps.

Traffic and Pedestrians

Large parts of the School campus are predominantly used by pedestrians and vehicular access is limited. There is a planned programme to provide better lighting in these areas. Specially designated parking spaces for disabled drivers are available at the main School Reception at the Sports Centre. Designated walkways have been introduced and the upgrade of parking facilities is under consideration.

Toilets

Disabled toilets are located as set out in Part II of the policy.

Transport

The School's existing fleet of minibuses are not adapted for disabled use. Two of the school minibuses have the facility to accommodate wheelchairs through removal of seats. Arrangements could be made at short notice to hire minibuses should this be required.

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.

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

- Disability Policy (S9)
- SEND Policy (A6)
- Anti-Bullying Policy (W3)
- First Aid and Administration of Medicines (W13)

ACCESSIBILITY POLICY : PART II

ASSESSMENT OF CURRENT ACCESSIBILITY OF MAIN BUILDINGS

CURRICULUM PROVISION

Science Block

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

Action: Ramped access to all ground floor rooms has been provided. Rossall has 6 removable desks for disabled pupils which can be installed in any ground floor classroom. Additional entrance ramp in compliance with current DDA regulations.

ICT

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

Action: Ramp access to all ground floor rooms.

Mathematics Block

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. Provision of DDA compliant WC on ground floor.

Consideration has been made with regard to the installation of a lift from the lower to the upper floor for access to classrooms (also Business Studies and Maths) but the cost is prohibitive at this time.

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.

Disabled toilet to be provided in this area.

Jackson Block

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

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.

Sumner Library

This is a single storey building. There is reasonable access to the ground floor where the facilities are housed.

Action: Internal ramp access is in place but could be improved.

Sixth Form Centre

This is a single storey building and access is possible to all study spaces. There is a short flight of steps to the Director of Sixth Form office.

Action: Consider ramp access to Director of Sixth Form Office

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 has been considered. This would not be possible on the front entrance due to the sharp incline of the step. As a result, plans are in place to make the side entrance accessible via ramped access. 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. There is a disabled toilet in the building.

Action: None required.

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 to be considered.

Dining Hall

The Dining Hall is situated on the ground floor. Separate ramped access for wheelchairs has been provided and automatic electronic doors.

Mondo

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

Action: Installation of a ramp at the entrance is being considered.

Swimming Pool

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

Action: Installation of ramped access is being considered.

Medical Centre

This is situated on the ground floor with access via a substantial ramp and handrail at the entrance.

Action: None 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. Teaching members of SLT are situated on the ground floor and there are ground floor meeting rooms where other members of the SLT and administrative teams can meet pupils and other visitors. A removable ramp has been constructed, allowing access to the ground floor.

Chapel

There is ramped access for wheelchairs to the Chapel through the main entrance and secondary entrance. Disabled toilets are located in the Beecham building which is adjacent to the Chapel. Car parking is available directly outside the Chapel. Hearing loop and a comprehensive AV system have been installed in the Chapel so that assemblies and services are accessible to pupils, staff and visitors with hearing impairments and visual impairments respectively.

Action: Mark out disabled bays in the Chapel car park.

Sports Centre

Fully accessible for wheelchair users with a lift to the first floor. Disabled toilet and changing facilities (including showers and benches within the main changing rooms) on the ground floor. Disabled parking bays are situated directly outside the building. Other considerations include automatic doors, vision panels, reception desk design, signage, induction loops and an elastic floor to the main hall.

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

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

Action: None required.

Puffin

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 Lys

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.

Spread Eagle

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.

Wren

Consider DDA accessible boarding during the summer refurbishment.

Disabled toilets

There are disabled toilets in the following locations.

- Rose House
- The Science Block (including washing facilities)
- The ISC
- Junior School
- Astronomy Centre
- Infant and Nursery Building
- Chapel / Rossall Kitchen
- Medical Centre/Porrirt Hall
- Performing Arts Centre (“Maths corridor”)
- Sports Centre
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IMPLEMENTATION OF THE ACCESSIBILITY PLAN

Increasing the extent to which disabled pupils can participate in the School's curriculum

ISI Regulatory Standard Schedule 10 3.(2)(a)

| Target | Action Required | Resources Required | Outcome | Target Completion Date |
|--|--|--------------------|---|------------------------|
| Enable staff to increase their knowledge and understanding of the needs of disabled pupils | Routine INSET training of staff; circulation of guidance notes available on Google Drive | Delivered by SENCO | Flexible and inclusive approach to disabled pupils; success of disabled pupils (including prospective pupils) in examinations | Ongoing |

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.

ISI Regulatory Standard Schedule 10 3.(2)(b)

| Target | Action Required | Resources Required | Outcome | Target Completion Date |
|---|---|--|--|--|
| Provide accessible toilet facilities for disabled pupils and visitors | Identify locations and draw up plans for new construction | Ongoing with refurbishment | Accessible toilet facilities in each main building | Ongoing |
| Improve physical access to all areas of senior school | Installation of ramps to Library and access to Director of Sixth Form Office (removing need to use stepped area in sixth form centre) | £3,000 In-house expertise | Improved access to facilities for disabled pupils and visitors | September 2022 |
| Improve physical access to Junior School | Installation of ramp to the side entrance of Junior School. | £2,000 | Improved access to facilities for disabled pupils and visitors | Deferred as location of JS under review |
| Improve physical access to all areas of school | Consideration of lift to History, Business Studies and Economics when that area is refurbished | £TBC (Part of larger refurbishment project) | Improved access to facilities for disabled pupils | Longer term |
| Provide suitable boarding accommodation for disabled pupils | Ensure ensuite bedroom facilities and Common Rooms on ground floor of 3 boarding houses (Anchor, SE, Rose) | £100,000 | Modernisation of boarding houses | Ongoing. Facility is available in Porritt Hall. Ground floor bedrooms and bathrooms available in some houses (including Lugard and Puffin) |

Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

ISI Regulatory Standard Schedule 10 3.(2)(c)

| Target | Action Required | Resources Required | Outcome | Target Completion Date |
|---|--|--|--|-------------------------------|
| Ensure availability of written materials in alternative formats | Use of coloured backgrounds and different fonts to aid dyslexic pupils; Larger print used for some pupils | Minimal cost; SENCO and TA expertise | Delivery of information to disabled pupils is improved | Completed and ongoing |
| Ensure appropriate software in use to aid the use of computers by disabled pupils | Dragon software installed, word processing programmes also used Maths and Literacy programs: Word & Number Shark, IDL Cloud (Literacy) | £1000 per annum | Delivery of information to disabled pupils is improved | Completed and ongoing |
| Improve delivery of information to pupils with special educational needs | Training and awareness sessions; individual strategies and work plans in place. Quality First Teacher Training, strategies booklet available to staff on Google Drive. | Minimal cost; SENCO expertise | Delivery of information to disabled pupils is improved; Improved examination results for disabled pupils | Completed and ongoing |
| Improve delivery of information to pupils with EAL needs | Dedicated EAL teachers and programme of staff induction and training to include ideas of developing vocabulary and awareness of cultural differences (e.g. International Week) | Part of ongoing teaching cost – no additional cost | Excellent provision of resources for EAL pupils | Completed and ongoing |

Related Policies

- Disability Policy (S9)
- Equality and Diversity for Staff and Pupils Policy (S10)
- Anti-Bullying Policy (W3)