



THE HALL SCHOOL SENDA and Accessibility Plan

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This policy is available on the School website and can be made available in large print or other accessible format if required.

Introduction

The Special Education Needs and Disability Act 2001 (SENDA) extended the Disability Discrimination Act 1995 (DDA) to cover education. For the purpose of this policy, the term 'disability' has the same meaning as that given in SENDA and DDA documents:

'A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal daily activities.'

This plan sets out the proposals of The Hall School to increase access to education for disabled pupils in the three areas required by the planning duties in SENDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the School's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. This does not stand alone and is supported by the following policies, strategies and documents:

- Curriculum.
- Equal Opportunities and Diversity.
- Staff Development.
- Learning Support Department documentation.
- Policy to Promote Good Behaviour
- Anti-Bullying Policy.

Planning Duties

Improving the Delivery of the Curriculum.

At The Hall we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. All boys who have disabilities or require learning support have equal opportunities in order to access all areas of the curriculum. The Hall recognises that a pupil requires learning support when he has a learning difficulty, which calls for special educational provision to be made for him. At the present time, The Hall has boys with the following needs:

- Attention Deficit/Hyperactivity Disorder
- Bi-lateral Sensory Hearing Loss
- Developmental Verbal and Oro-Motor Dyspraxia
- Dyscalculia
- Dyslexia and/or dyspraxia.
- Hypermobility and Motor Difficulties
- Sensory Integration Difficulties
- Social Communication Difficulties

- Speech and Language Difficulties
- Failing to thrive academically but with non-specific difficulties.
- Boys with behavioural, emotional, physical or medical problems.

A dedicated Learning Support Department of seven learning support teachers, two visiting occupational therapists, a visiting physiotherapist, two visiting speech therapists and a school counsellor has been established to address the problems facing these boys. Additional advice and support may be sought for pupils with Learning Difficulties or Disabilities (LDD), if necessary. The Hall has developed links with a network of appropriate professionals, who are recommended to parents though the latter are not obliged to take up the recommendation. External support services play an important part in helping the school identify, assess and make provision for pupils who require learning support. An example being the relationship with the Borough of Camden and a teacher for the deaf as well the visiting specialists mentioned above. There is an increasing amount of support given to boys for whom English is a second or alternative language, both in and out of the classroom. All in-house learning support is provided without additional charge to the parents. The visiting external specialists, who support the pupils at school, invoice the parents directly.

The School is now running regular touch-typing classes at The Senior School. Boys with special educational needs requiring a laptop have access to at least two touch-typing sessions per week.

The Head of Learning Support (HLS) is responsible for supporting colleagues and providing information on LDD matters. It is their responsibility to remain informed about the best current practice in relation to LDD issues and legislation through attendance on appropriate courses and reading and to relay this to the staff for their benefit. In addition she must identify the need for any INSET training. It is their responsibility to communicate regularly with the staff regarding the progress of pupils identified with LDD and to inform them of any changes to the situation. They must make them aware of any relevant assessment data and keep all the relevant records updated.

Equally it is the responsibility of all members of staff to support pupils with LDD within the classroom by modifying the learning environment appropriately. The procedures for identifying, assessing, referring and monitoring boys with LDD are recorded in the Learning Support Department documentation.

Improving the Physical Environment

The Hall School is located in the suburbs of Hampstead and its Junior and Senior Schools are housed in buildings built at the end of the 19th Century. Many of the corridors are narrow and stairs are steep and numerous. Installing ramps and lifts is not feasible, practically or financially, but chair lifts could be installed on some staircases without compromising the safety of the able-bodied boys.

The School does not currently have boys with serious physical mobility disability.

The school is currently awaiting planning permission to redevelop the Senior School building on Crossfield road which will make the building completely accessible. The proposed development includes a number of proposals to modify accessibility including the installation of a lift, access from street level and the rationalisation of levels within the building.

Classrooms are provided with resources to support pupil with specific learning needs such as specialised ergo-dynamic seating and standing tables where appropriate.

Improving the Delivery of Information

The School is mindful of the particular difficulties facing boys with hearing and sight disabilities. Accordingly, a number of improvements have been made and contingency plans are in place, if required.

- Significant investment in IT equipment and white boards in each classroom enables images to be enlarged for pupils with a sight impediment.
- Laptops and notebooks have been introduced extensively and are used by some boys with specific educational needs during examinations.
- The School has one pupil, currently in Year 7, with a bi-lateral sensory hearing loss who has received cochlear implants. The School contributes two-thirds of the salary of a dedicated teaching assistant for the pupil; Camden Council provides the balance in accordance with their assessment of the boy's needs and Education, Health and Care Plan (EHCP). The council also provides hearing equipment such as an FM radio and sound splitters for staff who teach the pupil.
- A pupil in Year 5 has previously had an EHCP for his verbal dyspraxia and, until the end of Year 1, Camden along with the school provided funding for a dedicated teaching assistant.
- Audible fire and evacuation alarms have been supplemented by lights in order to inform the boy with hearing difficulties.
- Larger print course notes and examination papers can be provided where necessary and many pupils with difficulty tracking have access to coloured reading rulers to assist.

Summary

The Hall School conscientiously attends to the needs of boys with learning difficulties. At the present moment we do not have any boys with severe physical or sight difficulties. We have one deaf pupil with an EHCP. Pupils of the right academic calibre are selected on merit with the proviso that they could cope with getting up and down stairs by themselves.

THE HALL SCHOOL ACCESSIBILITY PLAN 2016-2020

Improving the Physical Environment

Present Position	Objectives	Action Required	Timescale
To consider adjustments that might be made to the physical environment for boys with special needs and disabilities.	To consider contingency plans for improvements to be put in place for boys with hearing and sight difficulties. For example: a loop system, contrasting décor and hand-rails.	<p>Review technologies and developments to enable the School to provide affordable modifications for boys with hearing and sight difficulties.</p> <p>Investigate specific health and safety or supervision issues.</p>	<p>The School keeps abreast of technical developments and the implications if they were installed. Reasonable modifications will be installed if the need arises. Adjustments have been made to the fire alarm system in relation to a deaf pupil.</p> <p>Regular briefings are held with Camden Borough in relation to our provision.</p>
	To consider contingency plans for improvements to be put in place for boys with mobility difficulties. For example, boys in wheelchairs or boys who have difficulties climbing stairs unaided.	<p><i>Review the cost options of installing suitable lifts to enable boys who cannot climb stairs unaided to have access to appropriate floors but not necessarily all levels.</i></p> <p>This will demand a review of the siting of classrooms in the senior classes in the JS and the choice of classrooms for some subjects in the SS where boys move for each subject.</p> <p>Not least is the need to ensure that all boys are kept safe and that the introduction of aids for a few boys does not put the health and safety of able-bodied boys at increased risk.</p> <p><i>Council grants should be investigated to help share the financial burden of modifying the buildings.</i></p> <p>The school is currently in the process of planning a development of the Senior School Building. The proposed development includes a number of</p>	<p>The School has, in the past, received an application for a pupil in a wheelchair.</p> <p>The boys' parents withdrew the application but similar improvements would have to cascade through the school if the young boy had chosen to come to The Hall.</p> <p>The timescale for the development outlined in the Senior School is yet to be finalised but construction may commence before July 2020.</p>

		proposals to modify accessibility including the installation of a lift, greater access for street level and the rationalisation of levels within the building.	
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Improving the Delivery of the Curriculum

Present Position	Objectives	Action Required	Timescale
To consider adjustments that might be made to the curriculum for boys with LDD.	To make sure that schemes of work in all subject areas are accessible to boys with differing special needs and disabilities.	Review of schemes of work in relation to different special needs and disabilities. Look for ways to overcome any difficulties that might arise. Investigate specific health and safety or supervision issues.	Each boy is monitored by staff and referred to the Head of Learning Support (HLS) as special needs are identified. The boy will be assessed and appropriate schemes of work will be introduced, if required, and monitored in accordance with the LDD Plan.
A range of social, cultural and co-curricular activities are organised by The School.	To ensure there is a continuing provision of activities for boys with differing learning difficulties and disabilities.	Review opportunities available to boys. Remind all staff on an annual basis that boys with special needs and disabilities should always be considered when activities are planned.	All activities are inclusive and every single boy has the opportunity to participate. The principle will remain extant should children with more incapacitating learning difficulties and physical disabilities become pupils.
Classrooms are optimally organised to promote the participation and independence of all boys.	Review and implement a preferred layout of furniture and equipment to support the learning process in classrooms, if required.	Lessons start on time without the need to make adjustments to accommodate the needs of individual boys.	Constantly under review as boys with particular needs are identified.
Head of Learning Support instructs new staff each September on procedures for identifying, assessing, referring and monitoring	Increase staff awareness.	Formal refresher training every year for all staff as well as regular updates and in-house CPD sessions.	Induction training is provided for new staff in September each year. Subsequently issues and developments are addressed collectively at weekly Stand and Shout/staff meetings or one to one with Head of LDD.

boys with SEN and disabilities.			
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Improving the Delivery of Information

Present Position	Objectives	Action Required	Timescale
Written material is provided on an ad-hoc basis in alternative form if required.	To consider the availability of written material in alternative formats, in order to improve the delivery of information to disabled boys, parents and staff.	Investigate services available to convert written information into alternative formats, Braille or large font for example.	The School continues to monitor marketplace developments to enable informed decisions to be taken.
Information for both boys and parents is available on FireFly and The School website	Improve communication with potential disabled boys and parents.	Review FireFly and School website to ensure they are clear, simple and easy to use.	The School recognises that the web-page is the public face of the The Hall and endeavours to keep the images and information relevant and attractive. The emphasis is on general activities and boys with disabilities are neither addressed separately nor discouraged. The School selection criteria remains extant and reasonable modifications for potential disabled pupils would be considered.
Head of Learning Support instructs new staff each September and provides ongoing support and training.	Increase staff awareness of the need for, and availability of, materials in different formats.	Formal refresher training every 3 years for all staff.	Induction training is provided for new staff in September each year. Subsequently issues and developments are addressed collectively at weekly Stand and Shout/staff meetings or one to one with Head of LDD.
Continue to utilise technology to compliment teaching.	To make the best use of technology to offset disabilities and enhance learning.	White board programme complete and upgraded to HD television screens. 3 year IT programme continues to evolve.	On-going developments.

		Continue roll-out of notebooks/laptops and information systems in accordance with annual review and budget. Regular touch-typing classes for pupils.	
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