



## DISABILITY POLICY AND THREE-YEAR ACCESSIBILITY PLAN

This plan, which applies to the whole school including the Early Years Foundation Stage (EYFS) is publicly available on the Our Lady's Abingdon website and on request. A copy may be obtained from the school office.

### Legal Status:

- Equality Act 2010 (which defines disability as a 'physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities')
- *Schedule 10 of the Equality Act*
- Complies with Part 1(2)(d)(ii) The Quality of Education Provided (curriculum) of The Education (Independent School Standards) (England) Regulations currently in force which encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010

### Our Lady's Abingdon Strategy:

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school and this includes improving the delivery to disabled students of information which is readily accessible to students who are not disabled. Therefore, our three-year Accessibility Plan is for:

- 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.

**Monitoring and Review:** This policy is subject to continuous review, monitoring, refinement and audit by the Principal, who will also undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This review will be formally documented in writing. Any deficiencies or weaknesses recognized in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed policy and it will be made available to them in either hard copy or electronic format.

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Signed:



Mr E McCabe  
*Chair of Governors*



Mr S Oliver  
*Principal*

Reviewed: September 2018

Annual Progress Review: September 2019

The Equality Act 2010 places a duty on all of us to have due regard to:

- Promotion of equality of opportunity between disabled persons and others.
- Elimination of discrimination and elimination of harassment of disabled persons that is related to their disabilities.
- Promotion of positive attitudes towards disabled persons.
- Encouragement of participation by disabled persons.
- Taking account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than others.
- Not to treat disabled pupils less favourably.

OLA wishes to ensure that any disabled pupils who meet the admissions criteria have as full a range of options, as is reasonably possible, open to them in both the curricular and extra-curricular life of the school. We expect them to participate and achieve in all aspects of school life. We aim to identify and where possible remove barriers to disabled pupils' learning and inclusion, setting suitable challenges, responding to pupils' needs, and increasing access. We also wish to ensure that we can appoint the best candidate for any vacancy regardless of disability.

**Admissions Policy:** Each pupil with a disability requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We recognise that some disabled pupils may require specialist support from our Learning Support Department, and we would normally discuss this issue thoroughly with parents and their medical advisors before the child enters the School. Once parents have accepted the offer of a place for their child and before he/she becomes a pupil at the School, we will also discuss the adjustments that can reasonably be made. Copies of our Learning Support Policy may be obtained on request.

Entry to OLA Senior School is based on performance in the entrance examination and a report from the feeder school. In the Junior School it is based on informal assessments as well as reports from current schools. As well as gifted and academically competent pupils, there are always some who, because of dyslexia or other difficulties, cannot do themselves justice in a written examination. Extra time and/or other arrangements are available to pupils with a specific need. A confidential reference from the candidate's previous school is therefore required as part of the admissions process. In line with the School's mission statement,

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every effort is made to attract and accept pupils from diverse ethnic, religious, racial and socio-economic backgrounds.

The School asks parents to complete a form in respect of a prospective pupil at the time of application. In assessing any pupil or prospective pupil the School may take such advice and require such assessments as it regards as appropriate. Subject to this, the School will be sensitive to any requests for confidentiality. The admissions staff welcome information concerning a prospective pupil's special needs at the earliest possible stage in the application process. Such information will enable the School to consider any adjustments it might need to make and to offer the best possible advice.

The School's policy is to support all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability.

**Disabled Pupils:** OLA will make reasonable adjustments in order to ensure that disabled pupils or prospective pupils are not placed at a disadvantage in comparison with non-disabled pupils.

On the direction of the Head of Learning Support the following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter; providing assistance during assessment;
- reader; scribe;
- use of assistive software;
- using assistive technology;
- use of coloured overlays, low vision aids;

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- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed, the same adjustment for all assessments.

Externally commissioned reports are accepted only in exceptional circumstances, after discussion with the Head of Learning Support and in accordance with the assessment process policy.

**Provision:** The accessibility programme includes:

- The provision of Learning Support for pupils where this has been identified. (See separate Learning Support Policy)
- An acceptance of the need to make adjustments to the teaching provision for pupils who have visual disabilities. Provision is met primarily by ensuring the pupil is seated in the best position in the classroom. The provision of printed sheets on appropriately coloured paper for notes, the school use of the internet as a resource and the increasing use of computer projectors and computers in the classroom are examples of adjustments of teaching methods. The entrance examination is available in Braille.
- An acceptance of the need to make adjustments for the teaching of those who have aural disabilities.
- The development of an adjusted games and activities programme for individuals if necessary – the wide range of options at OLA make this possible.
- The encouragement of positive attitudes to disability through the curriculum, especially the PSHE programme.
- The opening up of as many areas of the School as possible to those with physical disabilities.
- Our three-year accessibility plan, which aims to accommodate a wide range of pupils with disabilities, ensuring equal opportunity, details targets, strategies and outcomes within a clearly defined three-year time frame.

**Disabled Staff:** We will ensure that in recruitment procedures any advertisements, short listing and interview procedures are without any hint of direct or indirect discrimination. In all staff appointments the best candidate will be appointed based on strict professional criteria. OLA will make reasonable adjustments in order to ensure that disabled staff or prospective staff are not placed at a disadvantage in comparison with non-disabled staff.

This includes an acceptance of the need to make reasonable adjustments to accessibility and physical layout of classrooms as well as reasonable improvements for visual, auditory or other impairments. Staff duties may also be adjusted, if possible, to meet the needs of the individual.

### **Summary of Current Provision**

One of the obvious problems, which the School has in common with many other schools, is its physical layout, which consists of buildings which have grown since the School was founded and are without lifts. Another is the system, also common to other schools, of having fixed classrooms for each subject, based on the valid

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ground of having all the facilities for one subject in one place. This requires pupils to move from classroom to classroom, often up steps or stairs in buildings without lifts. However, since April 2003 the School has endeavoured to improve the accessibility for pupils, staff and visitors to the School.

### **Accessibility Plan Content**

Our three-year plan includes how we plan to (with timescales):

- increase the extent to which disabled students (including those with special educational needs) can participate in the school's curriculum;
- improve the provision to disabled students of information which is already in writing for students who are not disabled;
- improve the physical environment of the school in order to increase the extent to which disabled students are able to take advantage of education and associated services offered by the school.

The Equality Act 2010 defines disability as a 'physical or mental impairment which has substantial and long-term adverse impact on a person's ability to carry out normal everyday activities'. This has some overlap with the definition of 'special educational needs' in the Children and Families Act 2014, which includes any student with 'significantly greater difficulty in learning than the majority of children of his/her age' or 'a disability which means that a student cannot make full use of the general educational facilities' provided for students of their age in mainstream state schools. Not all students are disabled by their SEND and vice versa. For the purpose of the disability access plan, 'disabled students' refers not only to those with physical disabilities but could include, for example, those with health issues, including mental health, or learning disabilities if they meet the legal definition of 'disability'. We do not treat disabled students less favourably; we also take reasonable steps to avoid putting disabled students at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education.

In producing this plan, the following Key Leaders have had input into the development of the plan:

- Principal
- Deputy Head
- Director of Finance and Operations

Students at OLA are not discriminated against, particular regard being paid to the protected characteristics set out in the Equality Act 2010 and to their cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability. The school embraces diversity and exhibits tolerance. All Equality Objectives are seeking to protect students identified by the **Nine Protected Characteristics (NPC)**:

- Race; Disability; Sex; Age; Religion or Belief; Sexual Orientation; Gender re-assignment; Pregnancy and Maternity and students who are linked by association.

Our Lady's Abingdon's Accessibility Plan has been developed and drawn up based upon information supplied by DfE and consultations with students, parents, staff and the Board of Governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. Our Lady's Abingdon is committed to providing an environment that

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enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Our Lady's Abingdon's Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the school within a given timeframe, anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events;
- Ensure the information is made available in various preferred formats within a reasonable timeframe.

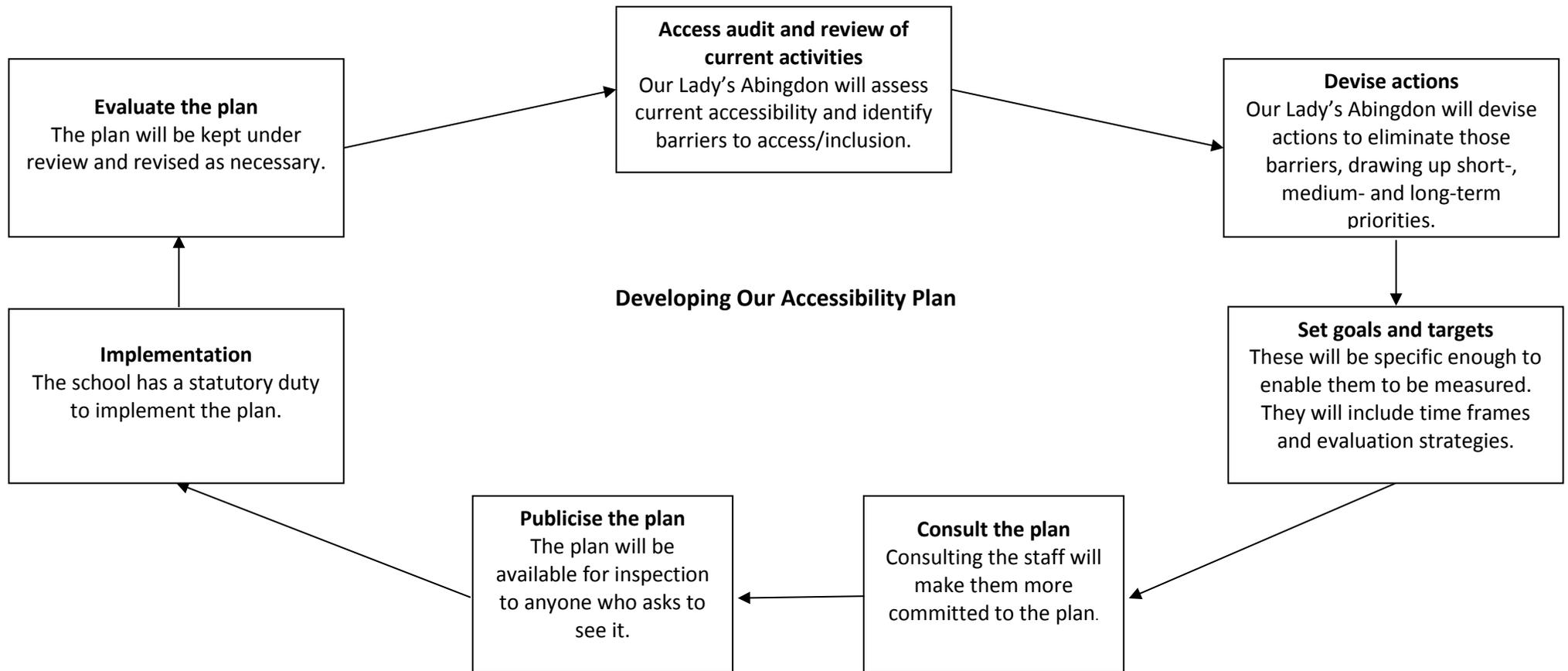
Our Lady's Abingdon's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and Proprietor on equality issues with reference to the Equality Act 2010. This Accessibility Plan should be read in conjunction with the following School policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Emergency Evacuation Procedures
- Equal Opportunities Policy
- Health & Safety Policy
- SEND Policy.

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which was originally undertaken by the school and remains the responsibility of the Board of Governors. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the on-going period. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all the proprietorial committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

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## The Process of Constructing our Accessibility Plan



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### Three Year Accessibility Plan 2018-2021

Our three-year accessibility plan, which aims to accommodate a wider range of pupils with disabilities, ensuring equal opportunity, details targets, strategies and outcomes within a clearly defined three-year time frame. Many of these targets, once met, will become annual provisions.

Equality Objective	Action	Lead	Intended Completion Date	Success Criteria
Establish a comprehensive picture of the school's current accessibility.	Complete updated full-site accessibility audit.	Leadership Team	Michaelmas 2018	Completed Audit – on-going revisions as required.
All school staff ensure that all students with protected characteristics are supported within the school.	Pastoral teams to ensure information is available and communicated to relevant staff regarding students with protected characteristics. Training is available to all staff to ensure up-to-date methods of support are being utilised.	Deputy Head and Pastoral Team	Hilary 2019	All staff are aware of students with protected characteristics and trained to deal with their needs.
Review Heads of Learning Support arrangements for current academic year.	Principal to review the job role and adjust/train HEADS OF LEARNING SUPPORT as appropriate.	Principal	Hilary 2019	Roles reviewed with appropriate training arranged.
Ensure effective SEND Provision is in place for students with additional needs.	Review current SEND Provision within the school.	HEADS OF LEARNING SUPPORT	Trinity 2019	Report produced with established strengths and areas for development.
Improve transition arrangements into Senior School for students with SEND.	Review transition visits by Year 7 tutor.  Review feedback from parents of disabled pupils after school tours.	Deputy Head	Trinity 2019	Better understanding by school of needs of disabled pupils joining the school.

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<b>Equality Objective</b>	<b>Action</b>	<b>Lead</b>	<b>Intended Completion Date</b>	<b>Success Criteria</b>
Ensure effective provision for health care and medication provision.	Review/Update medical procedures. Review of Administration of Medication Procedures. Full Review and resourcing of Medical Centre.	School Nurse School Nurse DFO/School Nurse	Hilary 2019 Hilary 2019 Trinity 2019	Effective procedures in place. Medical Audit Completed with next steps established.
Ensure the school can protect and support students with allergies as practicably as possible.	To review procedures on allergy management within the school.  Update staff training and emergency procedures.  Establish Risk Assessments for students with severe allergies.	School Nurse  DFO/School Nurse School Nurse	Hilary 2019  Hilary 2019 Hilary 2019	Staff confidence increased and procedures understood by all.  Risk assessments completed for identified children.
Health and Safety training for all staff as part of initial induction or as required.	Set of training programmes through providers.  All staff to complete online or site-based training in Health and Safety Including Fire-safety.	Principal  DFO	Hilary 2019  Trinity 2019	All staff will receive set package of H&S training which will equip them for working with students successfully.
Students with protected characteristics enjoy the same school experience, including access to trips and events	Liaison with parents to formulate action plans. Risk assessments carried out for the activity.  Monitor provision for students with disabilities on all residential visits including day, week or overseas trips.	HEADS OF LEARNING SUPPORT  HEADS OF LEARNING SUPPORT	Hilary 2019  Trinity 2019	All students enjoy the same school experience.

Equality Objective	Action	Lead	Intended Completion Date	Success Criteria
<p>Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe</p>	<p>Staff who develop written information to consider the style of literature to meet the criteria of all school stakeholders, offering alternate provision as required.</p> <p>Ensure the school website is DDA compliant.</p> <p>Look at alternative methods of producing information for students such as 'Podcasts' for students with visual impairments.</p>	<p>HEADS OF LEARNING SUPPORT</p> <p>DFO</p> <p>HEADS OF LEARNING SUPPORT</p>	<p>Michaelmas 2019</p>	<p>Every stakeholder able to access all information.</p>
<p>Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;</p>	<p>Ensure access to the ground floor facilities for all students with protected characteristics and ensure adjustments made are reasonable and timely.</p> <p>Ensure ramped accesses ground floor.</p>	<p>DFO</p> <p>DFO</p>	<p>Hilary 2020</p>	<p>Ground Floor fully accessible.</p>
<p>Improve access for students with short term mobility issues</p>	<p>Ensure access to the ground floor facilities for all students with protected characteristics and ensure adjustments made are reasonable and timely.</p> <p>Establish Risk Assessment for students who develop a mobility issue to identify any issues with accessing school buildings and Fire and evacuation arrangements.</p>	<p>DFO</p> <p>DFO</p>	<p>Hilary 2020</p>	<p>Action plan developed</p> <p>Risk assessments established.</p>

Equality Objective	Action	Lead	Intended Completion Date	Success Criteria
Investigate feasibility of improving access within any plans for redecoration and refurbishment of buildings -ongoing, including above ground floor provision. Consider appropriate colour schemes to benefit students with visual impairments and install window blinds where appropriate. All resigning should take into account students with visual impairments. (Make reference in all instances to Access audit before commissioning works.)	<p>School development plan to include continuing refurbishment and upgrading of existing facilities where appropriate, to be built into a rolling programme. Advice to be taken from architect and research re: educational implications by Principal</p> <p>School paths to be monitored and wheelchair accessible where possible.</p>	<p>DFO</p> <p>DFO</p>	<p>Trinity 2020</p> <p>Trinity 2020</p>	Improved access to and usability of buildings for students with impairments.
Develop staff CPD programme to ensure all staff and teaching assistants are able to identify and teach students with learning difficulties.	<p>HEADS OF LEARNING SUPPORT to create a programme which can be delivered to support staff with teaching and learning for SEND students.</p> <p>Review and update Dyslexia training for teaching staff.</p>	<p>HEADS OF LEARNING SUPPORT</p> <p>HEADS OF LEARNING SUPPORT</p>	<p>Michaelmas 2019</p> <p>Michaelmas 2019</p>	Staff and teaching assistants have confidence in identifying and teaching students with SEND.
Ensure medical information for specified children is clearly disseminated to required staff for school or off-site activities	<p>Information on specific students including nut allergy sufferers, asthmatics and diabetes to be disseminated by senior first aider to trip organisers and leaders; trip leaders to receive EpiPen training.</p> <p>EpiPen training for staff. Review how allergy info is initially sought/received and coordinated and who is in charge of keeping track.</p> <p>Liaison with parents to formulate action plans. Risk assessments carried out for the activity.</p>	<p>School Nurse</p> <p>School Nurse</p> <p>School Nurse</p>	<p>Ongoing</p> <p>Hilary 2019</p> <p>Ongoing</p>	All students enjoy the same school experience.

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<b>Equality Objective</b>	<b>Action</b>	<b>Lead</b>	<b>Intended Completion Date</b>	<b>Success Criteria</b>
All EAL students receive additional support	Review provision for English as an Additional Language (EAL), identifying areas for development and appropriate next steps.	HEADS OF LEARNING SUPPORT	Michaelmas 2019	All students have appropriate resources to allow full engagement in the curriculum.
Review work in practical subjects (e.g. Creative arts and physical education) to ensure students with difficulties are properly catered for.	Heads of Department/subject leaders will consider Syllabi to review accessibility to content within the lessons and make reasonable adjustments as appropriate.	HoDs	Michaelmas 2019	Students with disabilities are supported in practical subjects with appropriate resources.
If a student were to require a hearing aid, the school will provide the teacher and student with a closed-circuit relay device which makes the lesson more accessible to the student.	HEADS OF LEARNING SUPPORT and DFO to organise closed circuit relay devices as and if required.	HEADS OF LEARNING SUPPORT/DFO	As required	All students can hear the teacher appropriately in lessons.
HEADS OF LEARNING SUPPORT to ensure students with learning difficulties (e.g. dyspraxia, dyslexia) receive appropriate access arrangements.	HEADS OF LEARNING SUPPORT to review procedures and ensure appropriate action is Implemented. Exam board requirements reviewed annually to ensure students who require additional time can be applied for.	HEADS OF LEARNING SUPPORT/Head of Examinations	Annually	Students receive extra time as appropriate to each student's need.

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Equality Objective	Action	Lead	Intended Completion Date	Success Criteria
Ensure effective support for pupils with Dyslexia / Dyspraxia and ASD (and high functioning students with specific learning difficulties/ASD)	Review and update Dyslexia training for teaching staff (see above).	HEADS OF LEARNING SUPPORT	Michaelmas 2020	Review of staff training completed and appropriate training received by staff.  Risk Assessment Established.
	Review training and support for staff who teach/support students with additional needs – identifying training needs as appropriate.	HEADS OF LEARNING SUPPORT	Michaelmas 2020	
	Establish risk assessment to ensure effective support for students with Autism (where behaviour may cause additional issues).	HEADS OF LEARNING SUPPORT	Michaelmas 2020	
If a visually impaired student were to join the school, investigate alternative forms of written materials for.	HEADS OF LEARNING SUPPORT to investigate alternative provision or seek external support as appropriate.	HEADS OF LEARNING SUPPORT	When required by schemes being researched.	Students able to access all information.
	Produce materials and exam papers in large print / braille if necessary.	HEADS OF LEARNING SUPPORT		
Expand touch typing programme to assist students with poor hand writing or poor-coordination.	Learning Support Team to review current provision to see if there is a shortage in resources with regard to Hand writing development.	HEADS OF LEARNING SUPPORT	Trinity 2021	Students who require additional support for handwriting have additional resources.
Review Screening procedure on entry to ensure all students with learning difficulties are identified.	Completed on entry to school will help to identify learning difficulties/differences. HEADS OF LEARNING SUPPORT to monitor procedures and adjust as necessary. Termly or annual screening on entry of student.	HEADS OF LEARNING SUPPORT/Head of Year 7	Michaelmas 2020	Established clear screening methods for new students.
Identify alternative methods of data collection and recording where necessary, e.g.mp3players/Dictaphones for students with disabilities.	HEADS OF LEARNING SUPPORT for initial draft. Then Heads of Department and implementation through curriculum.	HEADS OF LEARNING SUPPORT/HoDs	Hilary 2021	Students can use appropriate technology to collect/record data.

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