



LOCHINVER HOUSE

Accessibility Policy

Lochinver House School believes that every pupil who leaves the School does so having had a unique and special experience of education whilst at the School. We intend that each pupil will leave with an enhanced awareness and understanding in the areas of knowledge, artistic expression and creativity, technology, physical ability, citizenship, good manners and discipline. Through our teaching and learning we aim to ensure that the pupils at our School are provided with high quality learning experiences that lead to a consistently high level of achievement.

Lochinver House School acknowledges its duty towards its pupils, staff, parents, Governors and members of the wider community who have a disability. Where pupils or prospective pupils are concerned, Lochinver House School acknowledges its non-discrimination and planning duty under the Special Education Needs and Disability Act 2001.

- Admission depends upon the prospective pupil meeting the criteria required to access the School's academic and social curriculum.
- Extra-curricular activities are a central part of Lochinver House School's philosophy.
- The School requires parents to complete the Registration Form and disclose whether their child has a disability, any special educational need or medical condition.
- In assessing any pupil or prospective pupil the School may take such advice and require such assessments, as it deems appropriate. Subject to this, the School will be sensitive to any issues of confidentiality.
- Where it is practicable to make reasonable adjustments based upon the information given and advice received, to enable a prospective pupil to take up a place at Lochinver House School and to satisfy the admissions criteria outlined above, the School is committed to providing those reasonable adjustments.

School Building and Facilities

- The Preparatory School was opened in 1947. The Pre Prep Department is in a separate block with Reception and Year 1 on the ground floor and Year 2 and Year 3 on the first floor, access is via stairs only.
- Year 4 and Music are housed in a single storey block, access via steps. Science labs, Art room, Dining room, History and Geography are in the old house and Theatre block with a new extension, access only via stairs. DT, ICT, English, RS and Latin are accessed via stairs in the French block.
- There are 3 fields; two are on the main site and on a level ground accessed by means of tarmac paths/roads, the third field on Green Meadow is accessed by a steep road.
- The School consists of many separate buildings of two storeys. There are no lifts.
- Designated disabled parking spaces are provided in the Builders Car Park, Music Room Car Park and in front of the main School entrance.



A pupil with restricted mobility is likely to be put at a disadvantage by the School site. A pupil with severely restricted mobility may be unable to access some or all of the educational and recreational facilities that the school offers.

Wherever practicable the School will make reasonable adjustments to the timetable to allow pupils with restricted mobility to attend accessible parts of the school.

Accessibility Plan

General

The School will review this plan on a regular basis to monitor and evaluate:

- The effectiveness of any action taken in the previous School year.
- Relevant targets for the next School year and the following 2 years
- Responses to any further legislative changes.
- The annual Governors' Risk Management Committee considers all Health and Safety requirements to comply with the School's duty of care. A Health and Safety Committee meets termly to discuss and implement any changes required regarding any pupil with accessibility requirements, either currently or in the future.

The School will make a log of all reasonable adjustments and it will be available to interested parties.

Increasing the extent to which disabled pupils can participate in the School Curriculum

The school will:

- Develop and maintain unified Learning Support Policy.
- Fully disclose relevant information between all schools at pupil transfer.
- Regularly review the Parent Handbook and Staff Handbook.
- Hold weekly staff meetings for the Head of Learning Support (SENDCO) and Learning Support teachers to share best practice with all staff.
- Ensure all departments take account of the Equality Act 2010. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation".
- Provide full training for any staff directly involved with disabled pupils placed in their care, where practical,
- Provide specialist help for any pupil with a disability where reasonable, practicable and as budget allows.

Where physical access to the site is difficult for a prospective pupil, the School recognises the need to be proactive in enabling such access. Accordingly pupils with relevant disabilities will, where practicable, be:

- Placed in a tutor group that is most convenient for physical access.
- Prioritised in the writing of the timetable with regard to accessible rooms and set allocations.

Improving the Physical Environment of the School

The School will annually undertake a fire risk assessment and update the School's Fire Safety and Evacuation Policy and Procedure. As budgets allow:

- The School will aim to make newly constructed buildings as accessible as possible to disabled pupils.
- All conversions to existing areas of the School that sit outside the scope above will be considered with regard to disabled access and every reasonable effort made to improve access within the scope of the work.
- All new equipment purchased for teaching will be considered as to the suitability of its use by the pupils with disabilities, and every reasonable effort made to purchase equipment that meets the needs of such pupils in a better way than the existing equipment it replaces.



- Diffusing lights will be installed where computer use makes it necessary. Faulty lighting will be replaced with 24 hours wherever possible.
- Appropriate acoustic levels will be maintained wherever possible in all classrooms.

Improving the delivery of Information to disabled pupils and Parents

As budgets allow:

- The School and relevant staff will arrange to meet with prospective parents to discuss disabilities and how we can best accommodate them.
- All School documents can be available in large print format as required either electronically or in hard copy.
- The School will continue to provide INSET in order to support all staff in better communication with pupils with SEN or disabilities.
- The School will plan an on-going investment in classroom technology to better facilitate communication to pupils with SEN or disabilities, specifically:
 - To enable clear provision of images and text in a large printed format.
 - To enable the use of high quality audio/visual material.
 - To enable the easy dissemination of printed handouts of appropriate clarity.

These steps will be taken as and when necessary depending on the needs of individual pupils.

Policy Reviewed: 15.06.2017
Policy Review Date: 14.06.2019
Policy linked to: Accessibility Plan 2016-2019, Data Protection Policy, Fire Safety and Evacuation Policy and Procedure, Health and Safety Policy, Privacy Notice, Safeguarding and Staff Behaviour and Conduct of Conduct Policy and Procedures.

Any data held in relation to the content of this policy will be managed in accordance with our Data Protection Policy and Privacy Notice.

