



## **ACCESSIBILITY AND DISABILITY POLICY**

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This policy sets out the approach of Stonyhurst College and Saint Mary's Hall ('the School') to increasing access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act 2002 and the Equality Act 2010:

- 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.

Stonyhurst's aim is to ensure that any prospective pupil, who fulfils our admissions requirements, is able to come to the School irrespective of personal disability or special educational need.

The School also has an Equal Opportunities Policy and separate, but complementary, Special Educational Needs Policies for both schools that outline the School's policies and procedures for pupils with disabilities. The School's curriculum policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those with an Education Health and Care Plan, and our behaviour and anti-bullying policies and procedures follow duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities, which explain how reasonable adjustments are made for these pupils.

## **1. ADMISSIONS**

Stonyhurst will consider applications from any child, regardless of disability, colour, creed or race so long as other entrance criteria are met.

Stonyhurst is a full boarding and day, co-educational independent school and it has a selective admissions policy. Pupils with specific learning difficulties may be accepted provided that the School is able to offer the level of specialist and general assistance required. Parents should be aware that there may be a charge for additional individual learning support, and these details are available upon request from the School.

Where an admission enquiry is made by the parents of a pupil with a specific learning difficulty or disability, then the Head of Learning Support in the College or in St Mary's Hall, is involved at an early stage. Where possible they meet prospective pupils and their parents at the initial visit to discuss and assess needs and to consider any reasonable adjustments that may need to be made. Where appropriate, pupils' needs are assessed with the support and advice of external agencies, such as an occupational therapist or educational psychologist, as part of the admission process.

## **2. PROVISION OF EDUCATION**

### **2.1 Curriculum**

The School's approach to curriculum is that it should take account of the needs of pupils with specific learning difficulties. In support of this, training continues to be provided regarding the adaptation of teaching to meet the requirements of all pupils.

The School offers a broad curriculum and within this curriculum there is in-built flexibility to create pupil programmes that meet the needs and interests of each individual.

The majority of subjects are taught in mixed ability groups; however, in College, pupils are set according to ability in some year groups. This enables pupils to work at a pace and level that is appropriate to their needs and abilities. In general, any lower ability groups are smaller in size. Sets are reviewed at regular intervals and pupils are moved between the groups. There is flexibility to reduce the amount of teaching in modern languages for pupils with specific learning difficulties in Figures, Rudiments and Lower Grammar, where provision is made for specialized support for literacy skills in lieu of some language lessons.

## **2.2 Staffing support and training**

There is an overall staff to pupil ratio of 1:8. Average class sizes range from 5 to 22, depending on the subject and age range.

The Learning Support team is comprised of a full-time Head of Learning Support in the College. In St Mary's Hall, the Learning Support Co-ordinator is a class teacher. In the College, the Head of Learning Support is supported by part-time Higher Level Teaching Assistants (HLTA) who provide in-class support, particularly at Key Stage 3. In St Mary's Hall, the support is provided by a number of Teaching Assistants. There is also a team of peripatetic learning support teachers who provide supplementary one-to-one support. These additional individual one-to-one support lessons are charged to parents. Much of the department's time focuses on communicating and working with teaching staff to ensure that the individual needs of pupils with specific learning difficulties are being met effectively in the classroom and curriculum.

Staff training at Faculty and whole school level takes into account dyslexia and multi-sensory teaching and learning. Teachers are also encouraged to attend courses to help develop their understanding and awareness of specific learning difficulties and disabilities.

Meetings with the Head of Learning Support to discuss specific learning difficulties and with the Director of Studies/SMH Headmaster to review baseline data form a part of the induction programme for all newly appointed teachers.

## **2.3 Existing pupils**

The School has pupils who have a specific learning difficulty or disability. The difficulties these pupils have include: dyslexia, dyspraxia, dyscalculia, Attention Deficit Hyperactivity Disorder (ADHD), Asperger's syndrome, specific language impairment, mild hearing loss, colour blindness, severe asthma, diabetes, petit mal and cerebral palsy. All of these pupils have access to the School's existing curriculum, sporting and leisure programme and premises. Those requiring regular medication are supported by the care and guidance offered by the Health Centre.

## **2.4 Individual Learning and Management Profiles (LaMPs)**

All pupils on the School's special educational needs register have a LaMP that has clearly stated and agreed targets that are reviewed periodically. These profiles are designed to be easy for staff and parents to understand and use.

## **2.5 Involving parents and pupils**

As part of the reviewing process, Learning Support staff will discuss an appropriate curriculum for a pupil with a disability with both the parents and pupils. For example, a pupil with moderate specific learning difficulties may reduce the number of curriculum subjects. At St Mary's Hall, annual review meetings are held with parents whose children have LaMPs to discuss progress and targets if

required, as well as drafting new LaMPs. Any changes to the timetable are discussed fully with the St Mary's Hall Headmaster or the Director of Studies in College.

There is a transition programme to assist SEND pupils in moving from Rudiments at St Mary's Hall to Lower Grammar at the College.

## **2.6 Assessment**

Baseline testing data is scrutinized to further identify pupils with potential learning issues. Learning Support staff will brief and advise teaching and boarding house staff and, where appropriate, complete further diagnostic tests. Permission is sought from parents prior to this diagnostic assessment and scores are discussed with parents and, where appropriate, with pupils.

## **2.7 Subjects and departments**

Heads of Faculty in the College and the SMH Headmaster play a key role in ensuring that teaching and learning is accessible to all pupils. SEND is discussed in Faculty meetings and School INSET.

Each departmental handbook will contain a document outlining strategies for teaching pupils with Special Educational Needs and its approaches to differentiation.

The needs of individual pupils (particularly those with specific learning difficulties) are regularly discussed at Staff, Departmental and Tutorial Meetings. The Head of Learning Support and support teachers are available to discuss and advise all individual subject teachers about meeting the needs of pupils. Where appropriate, they visit departments and observe lessons.

## **2.8 Examinations**

The School makes adjustments for disabled pupils taking examinations. They may be given additional time, be allowed to use a word processor, have an amanuensis, a reader, rest breaks or alternative rooming.

Examination papers can be printed onto different coloured paper, if appropriate. It is possible to order Braille or large print versions from the Examination Boards. The School can print large text versions of its own internal examination papers. If appropriate, alternative, smaller examination venues can be arranged for those whose specific needs or medical conditions require this.

## **3. PHYSICAL ENVIRONMENT**

Stonyhurst College is committed to improving accessibility to our buildings wherever it can.

The historic nature of the Stonyhurst campus, along with its physical location, poses many challenges to adaptation and accessibility. Our core facilities including the refectory, library, student accommodation, performing arts and sports centre and classrooms are spread over many acres of a multi-level estate. Access to some of these day-to-day facilities is achieved by long, steep flights of steps.

Despite these challenges, the School has a policy to continue to make alterations to the physical environment with the aim of adapting and making accessible as many areas as possible across the campus.

All new buildings are fully compliant with the latest Building Regulations. Where we are completely refurbishing existing buildings, every effort is made to make the building as compliant as possible. In addition to major project work, the School is committed to adapting buildings where practicable.

Improving the accessibility of the public buildings has been and remains a primary concern.

The following provides an assessment of the accessibility of key buildings:

### **3.1 Boarding and private study facilities**

At present, boarding facilities have limited scope to accommodate physically disabled pupils. One boarding house does have sleeping accommodation on the ground floor.

All day pupils in Lower Grammar and above enjoy private or shared study accommodation in their designated areas. A physically disabled day pupil would be able to enjoy a normal academic experience at the School but would not be able to access private or shared study accommodation and would therefore have to use the More Library which provides an excellent working environment on the first floor of the building for private study.

### **3.2 Chapels**

Across the estate, there are five chapels, some of which are more challenging to reach than others, and a comprehensive access plan would need to be devised dependent upon frequency of use.

### **3.3 Refectory (College and SMH)**

The height of the serving counters are not suitable for disabled people using a wheelchair, and in such circumstances, it is assumed that a pupil or other user of the facility would receive assistance from suitably trained staff.

Signs indicating the choice of food can be displayed at a suitable height and location.

### **3.4 The More Library and Historic Libraries**

Disabled access to these parts of the School is possible but not necessarily straightforward and would require a comprehensive plan to ensure an individual could access them.

### **3.5 The Science Department in the College**

These teaching areas incorporate all necessary modifications and physical access improvements required by the DDA and SENDA legislation.

### **3.6 Lavatories**

Lavatories for disabled users are located in the following areas:

- Shirk corridor
- St Mary's Hall, near Reception

### **3.7 Centenaries Theatre**

This facility is a multi-level building and would require significant adaptation to meet the requirements of the Disability Discrimination Act.

### **3.8 The external environment**

Much of the School's topography is difficult for disabled people. Simple changes and additions to the environment are, however, necessary and achievable and constitute reasonable adjustments that would improve access for the disabled.

Speed ramps are installed as traffic calming measures throughout the campus. These cause difficulties for wheelchair users which have been ameliorated by the removal of sections to allow easier movement.

Handrails on sloping paths have been installed in a variety of locations.

The School is also able to provide additional external seating for rest places in areas where the ground slopes steeply.

It is recognised that some steps or walkways are cobblestones or may need to be replaced.

External lighting has been extensively upgraded for security reasons in recent years. The School will continue to investigate ways of improving visibility after daylight hours.

Signage has also been improved in recent years, although directional signage is low key and has no SEND provision.

The School has in place a 'Campus Access Policy' which forms part of the Health and Safety procedures which details the arrangements for the security access control systems.

### **Sporting facilities, Swimming Pool, Fitness Centre, Tennis Dome, Ambulacrum and All-Weather Pitch**

The swimming pool is not well adapted for use by the disabled, although access would be possible by wheelchair to the entrance. A ramp would be required. Changing and lavatory facilities are not designed with disabled people in mind. All swimming sessions during term time are supervised by staff. A reasonable adjustment to enhance the availability of the swimming pool for pupils is more likely to involve ensuring appropriate training for PE staff to teach swimming. Adjustments to the services in the building could be undertaken if demand justified this. However, a staff changing/showering area within the building is available which could be used by a disabled person; however, the lavatories have not been designed for use by a disabled person.

The **Tennis Dome** meets all requirements of the Disability Discrimination Act.

The **Cricket Pavilion** has access for disabled persons but it is difficult because of the steps leading up from the grounds.

The **playing fields and outdoor tennis courts** have identified difficulties regarding access. In general terms, access is restricted and a disabled person would, most likely, need to be brought by car to the playing fields and tennis courts. The tennis courts and the grass courts are accessible without the need to negotiate the steps.