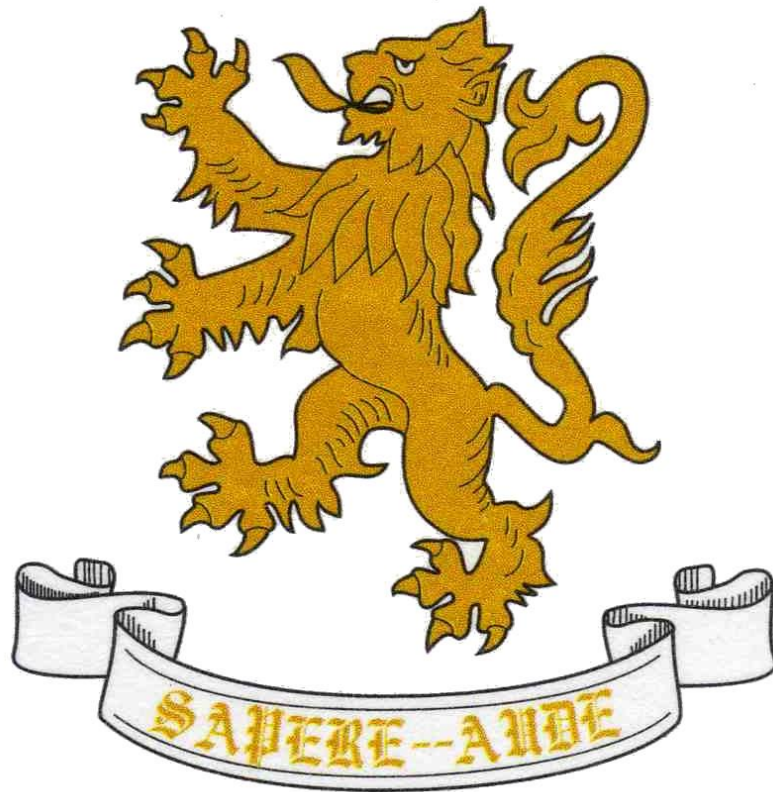




Crompton House School



Disability Equality Scheme / Accessibility Plan (DES/AP) June 2024

Loving God – Caring for Each Other – Achieving Excellence



1A: Our Vision for SEND at Crompton House

This policy should be read in conjunction with the SEND policy which sets out the importance of providing a rich and accessible education for all students, including those with disability and accessibility needs. As a Church of England School, we fully embrace everyone regardless of faith, gender, disability or any other social category. We believe that everyone is unique and valued and loved by God, and it is our responsibility and calling to enable every student to flourish and reach their fullest potential. Human dignity, the ultimate worth of each person, is central to good education. Therefore, we will take a proactive stance when addressing any factors that may hinder learning or full participation in the life of the school and reject all forms of discrimination. We also encourage our school community to follow the example of Jesus and to be vigilant and speak out if there are new situations that may arise where provision and support is needed provide equality of access to the full and rich curriculum offered at Crompton House.

Introduction

The Equality Act (2010) and The SEN and Disability Act (2001) have extended the Disability Discrimination Act (DDA) (1995) to cover Education. Since September 2002, the Governing Body has had three key duties towards disabled pupils and staff under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, and staff so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled people.

This duty requires schools to produce an Accessibility Plan that identifies the action the school intends to take over a three-year period to increase access for those with a disability in three key areas, which is published and evaluated annually.

The three areas are:

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



In addition, The Equality Act (2012) requires all public bodies to:

- Eliminate discrimination that is unlawful under the DDA.
- Eliminate harassment of those with a disability.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled individuals.
- Take steps to take account of disabilities even if this involves treating disabled persons more favourably.

In furtherance of this duty school has:

- Involved those with a disability in producing a Disability Equality Scheme (DES) and Action Plan (AP)
- Published the DES/Action Plan
- Arranged to report on progress, review and revise the DES/AP.
- Demonstrated the school has taken action identified to achieve outcomes:

- a) Published updated / SEND/Inclusion Accessibility Plan – Nov 2024*
- b) Consulted with disabled pupils, June 2024.*
- c) Consulted with parents, June 2024*
- d) Consulted with key staff – May / June 2024*
- e) Implemented updated Disability Equality Scheme, June 2024*

1B: Information from pupil data and school audit:

The DDA defines a person with a disability as someone who has ‘a physical or mental impairment which has a substantial and long term adverse effect on their ability to perform normal day to day activities’.

Physical or mental impairment includes sensory impairment, learning disability, dyslexia, dyspraxia, autistic spectrum disorder (ASD), speech and language impairments, attention deficit and hyperactivity disorder, diabetes, epilepsy, those with or surviving cancer, HIV or multiple sclerosis where the effect of the person’s ability to carry out day to day activities is adverse, substantial and long term. There are currently four main categories of SEND, Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical Disability.

Crompton House is a C of E school and as such the provision of places in the main school are granted to pupils attending a C of E church regularly. However, pupils with an EHC Plan override the admissions criteria, if the school are able to meet their needs, and are automatically granted a place. There is open enrolment in the Sixth Form. The school has a



strong reputation for meeting the needs of children with a range of disabilities. There are two levels of SEND, those with an EHC Plan and those in the SEND Support category. At the time of this policy being accepted and approved by the Governing Body, there are 67 pupils with an EHC Plan and 77 pupils in the SEND Support category. Of these 144 students, there are 51 students with communication and interaction needs, 42 students with cognition and learning needs, 35 students with social, emotional and mental health difficulties and 16 students with sensory and physical needs. There are an additional 138 students with a SEND diagnosis but whose needs are met within the class through High Quality Teaching.

1C: Information from pupil data and school audit:

Progress so far regarding the improvements to the school buildings for people with a disability:

Stage 1

- a) The creation of a student support “hub” has provided a safe and secure area for disabled pupils during unstructured times. The previous inclusion base was inaccessible to students with physical disabilities.
- b) Audio-visual resources have been installed in most classrooms.
- c) The pupil access door at the end of the main corridor has been remodelled with a wider door width and a ramp has been created for wheelchair use.
- d) A ramp has been installed to the Sports Hall car park.
- e) 3 evacuation mats have been installed rather than evacuation chairs, following advice from the Local Authority.

Stage 2

- f) An escape path between the Drama Studio and the Sports Hall car park has been constructed.
- g) A ramp has been installed next to the music room exit.

Stage 3

- h) Adapted handrails have been fitted to improve safety for people of short stature.
- i) A lift has been installed from the back of the gym to provide access to outside to improve safety for disabled pupils.
- j) A designated meeting area has been allocated to facilitate review meetings for disabled pupils and their families.
- k) A ramp has been fitted to the exit to the Lees block outside the library, this leads to a rain shelter for disabled pupils.
- l) A medical room has been built which consists of a ceiling H-frame hoist, a shower and shower chair, a commode and a changing bed.



Stage 4

The physical environment of the school has been improved by:

- a) Removing the Ballard Block, which has no access for disabled pupils to study Food Technology.
- b) All areas of the curriculum are now fully accessible with the construction of the new Ridley building - a new block consisting of 36 classrooms, including Food Technology classrooms, which will be fully accessible for disabled pupils. Each of the three floors of the new block will have a disabled toilet.
- m) Audio visual resources have been installed in all classrooms.
- n) A lift has been installed in Ridley to provide access to all floors.
- o) Evacuation plans are in place for levels 2 and 3 of Ridley for those who have physical disabilities – the top 2 floors of Ridley have evac mats.
- p) A new medical room has been built with access to a disabled toilet, mobile hoist, and shower room.
- q) An improved inclusion area in the new block has been created to improve support for disabled pupils.
- r) In the sixth form block, a quiet study area has been created with IT facilities on the ground floor which is for those with a physical disability.
- s) The Dining Room is accessible from all angles.
- t) The new doors have been adapted to enable students and staff with a physical disability to easily access the buildings.

Strengths of the school:

All staff at Crompton House are fully aware of pupils' disabilities and the duty to provide reasonable adjustments. Each member of staff will undergo training with regards to the following four areas: ASD, Attachment Difficulties, Specific Learning Difficulties and Social, Emotional and Mental Health issues.

- All students have access to the curriculum and are taught in classes with their peers, regardless of need. Adaptions are in place if required. Inclusive school culture – 'it's ok to be different' where differentiation and personalization are normalized.
- Parents report that they are happy with the intervention program offered for our students with SEND and the adaptations in place within lessons.
- Students who require additional support for Assessments are assessed in school and provided with access arrangements if required.
- All teaching staff are expected to demonstrate High Quality Teaching (HQT) strategies and demonstrate clear, predictable routines for students.
- Every member of staff has been issued with a HQT checklist which has raised awareness and outlines information and helpful strategies to enable teachers to differentiate lessons for disabled pupils and remove barriers to achievement.



- Staff ensure behavioral expectations are clear – support is provided in the form of verbal or written prompts and visual reminders in classrooms and around school.
- Trip leaders liaise with the Inclusion Team so that any adjustments required can be put in place.
- An Inclusion Team has been developed which works in co-operation with the Pastoral Team to ensure that any barriers to learning are identified and eliminated.
- SENCO meets regularly with the Head of KS3 and Key Stage 4 to review SEND referrals.
- Teaching Assistant and students believe that good relationships are established between TA's and their key students.
- Students report that they feel well supported in lessons by Teachers and Teaching Assistants.
- The school employs a fully qualified registered nurse to care for the health of staff and pupils.
- The school employs a fully qualified specialist teacher for pupils with specific learning difficulties.
- The school employs a level 4 Teaching Assistant who is responsible for transition; to promote an effective transfer into secondary school for all pupils, but particularly disabled pupils.
- The school employs a level 4 Teaching Assistant who is responsible for the delivery of a range of intervention programmes which are designed to support students to fully access academic and social life within the school.
- The school employs a Careers Advisor to promote an effective transfer to further education for all pupils, but particularly for disabled pupils.
- The school has employed an Administrative Assistant to support the Inclusion Department.
- An Attendance / Welfare Officer is employed to provide support advice and guidance to parents and pupils.
- The school employs a Pupil Premium Co-ordinator to provide support for pupils who receive Pupil Premium.
- Pupils and Staff with a physical disability are provided with assisted technology which can be connected to whole school systems.
- An Inclusion HUB is located close to the pastoral HUB which is staffed by a Higher Level Teaching Assistant or Level 4 TA to provide students with support or rest bite if required.
- To ensure accessibility of information for all, the school buys in British Sign Language interpreters for whole school events where this has been identified as a requirement.
- Staff with disabilities who require special consideration are provided with support and a risk assessment carried out by a member of the senior leadership team.
- Electronic systems are synced to each other to ensure consistency of information. For example, SIMS and Class Charts.
- The school is an established part of the Autism in Schools project and works closely with POINT, QEST and the Educational Psychologist Team to support students with social communication difficulties. As part of the project, the SENCO meets regularly with POINT to co-ordinate parent/carer coffee sessions.



The primary aims and objectives that enable full inclusion to be realised are:

- a) All pupils participate in lessons with their peers.
- b) All pupils have access to an appropriately differentiated / modified curriculum.
- c) Additional support and resources are available, where appropriate, to ensure that all aspects of inclusion are achieved.
- d) Setting and class arrangements enable pupils to be fully included in the school.
- e) All pupils are included in the wider curriculum of the school.

Areas for Development are:

- To further enhance skills of Teaching Assistants in order to improve support for disabled pupils.
- To further enhance skills of Teachers in order to provide High Quality Teaching strategies for disabled pupils.
- To further improve access to the school buildings for people with a disability.
- To agree and formalise a system to support pupils who need access arrangements in examinations.
- To ensure that Pupil Premium funding improves attainment for disabled pupils.
- To further enhance skills of SENCO to provide psychological testing for access arrangements.
- To improve literacy levels for students with SEND.

Aims:

- A: To increase access to the curriculum/raise the attainment of disabled pupils:
- B: To improve the physical environment of the school:
- C: To improve the delivery of information to disabled pupils:
- D: To improve systems of staff support:

2A: Increase access to the curriculum/raise the attainment of disabled pupils by:

- a) Further developing a programme of INSET for teaching assistants on Condition Specific Needs.
- b) TA Induction Pack to be provided so that staff are fully aware of the needs of their key students
- c) TA's to be encouraged to secure NASEN membership
- d) SENCO to continue to work alongside SLT Teaching and Learning Lead to identify areas for development and to develop a programme of CPD for teachers, ECT's and Trainee Teachers.



- e) To establish a staff CPD and Induction Program which supports Inclusive Practice/Differentiation, Different levels of SEND, Knowledge of Condition Specific Needs, teacher's ownership of all their children and successful HQT strategies.
- f) To continue to review and reevaluate the SEN referral process and the implementation of baseline assessments to enable the identification of pupils with specific learning disabilities.
- g) To continue to develop the Inclusion Management Team to cater for the increasing number of students with SEND.
- h) SENCO to attend regular meetings with other SENCO's in the Multi Academy Trust to review practice and approaches.
- i) Improving transition process for pupils with disabilities.
- j) Developing lunchtime plans for pupils with disabilities.
- k) Providing social and academic support at lunchtime for pupils with disabilities.
- l) Ensuring regular liaison between Pastoral/Inclusion Team/external agencies.
- m) Developing appropriate curriculum pathways for pupils with disabilities.
- n) Developing literacy/numeracy intervention programmes during registration, innovation time and after school for pupils with learning difficulties, or who are underachieving, in conjunction with the English Department.
- o) Developing homework and handwriting club.
- p) Developing GCSE Maths and English Intervention, led by subject specialists and supported by TA's
- q) Developing social skills programmes, craft clubs and Lego club
- r) Developing Speech and Language support clubs.
- s) To continue to evaluate the use of and develop knowledge of assisted technology which can support students with physical disabilities.
- t) Students with specific literacy difficulties to be provide with reading pens to develop independence.
- u) Developing pupil centred review meetings.
- v) Applying for EHC Plans for pupils with severe, complex and long-term needs.
- w) Providing training for teachers to identify and support pupils who need access arrangements in examinations.
- x) To re-establish a SEND link teacher in each Department who attends a SEND network meeting once per term to ensure that all matters concerned with disability/inclusion are discussed on a regular basis.

2B: Improve the physical environment of the school by:

- a) Regularly collating views of disabled pupils and their parents/guardians in review meetings and address any concerns in regard to the physical environment following the new, following the structural and physical changes to the school site mentioned above
- b) Environmental Audits to be completed by SENCO, alongside QEST Team as part of the Autism in Schools Project.



2C: Improve the delivery of information to disabled pupils and staff:

- a) Provide scribe/prompter service for internal and external examinations.
- b) Students with specific literacy difficulties to be provide with reading pens to develop independence.
- c) Increase availability of careers information for disabled pupils.
- d) Increase availability of laptops/i-pads and printing out service for disabled pupils.
- e) Training programme for teaching staff to deliver High Quality Teaching.
- f) Training programme for support staff to enable the provision of appropriate support.
- g) Continue to utilise web-based resource area (Class Charts) for parents and pupils to provide instant access to homework and related resources.
- h) Continue to develop Parent Portal to give parents access to information regarding progress, attendance, and school reports.
- i) Continue to develop the school website to publicise events and improve inclusion.
- j) Provide specialist software, The Lexia Reading Programme, to improve literacy and numeracy skills for pupils with a disability.
- k) Continued liaison with Hearing Impairment Team, Visual Impairment Team and Speech and Language Specialists to develop pupil plans, ensure adaptations are written into pupil profiles and/or assistive technologies are in place.

2D: Improve systems of staff support:

- a) Reintegration programme for disabled staff on their return to work, (refer to Human Resources Policy).
- b) Provide reasonable adjustments to take account of staff with disabilities, (ICT and assistive technology support are available for staff with a specific learning difficulty).
- c) Staff with disabilities who require special consideration are provided with support and a risk assessment carried out by a member of the senior leadership team.
- d) Staff with disabilities can liaise with their line managers regarding limiting the numbers of rooms in which they are based.
- e) Electronic systems are synced to each other to ensure consistency of information. For example, SIMS and Class Charts.

Making it happen

3A: Agree and formalise systematic procedures that collect views of reasonable adjustments by pupils with a disability and their parents/guardians:

- c) Collect views of disabled pupils and their parents/guardians in review meetings.
- d) Collate all information in an annual report.
- e) Update DES / AP every three years



3B: Agree and formalise systematic procedures for monitoring the implementation of reasonable adjustments throughout the curriculum and extended school services:

- a) Monitor the implementation of reasonable adjustments through review meetings.
- b) Collate information in annual report.
- c) Update Accessibility Plan.

3C: Agree and formalise systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to governors and parents:

- a) Evaluate the implementation of reasonable adjustments through review meetings.
- b) Publish annual report to governors.

3D: Agree and formalise systematic procedures for monitoring the implementation of reasonable adjustments for disabled staff through reintegration programmes and adjustments within their working environment.

This Disability Equality Scheme / Accessibility Plan was approved by the Governing Body on:

Date: **November 2024**