

## **3-year Accessibility Plan 2019 - 2022**



### **1. INTRODUCTION**

The Special Education Needs and Disability Act became law on 11<sup>th</sup> May 2001. The new act amended the existing Disability Discriminations Act 1995. The SENDA came into effect on January 2<sup>nd</sup> 2002. The Equality 2010 provides for the equal treatment of all employees and pupils regardless of sex, sexual orientation, age, religion or race. The College takes its responsibilities under the Equality Act very seriously. The College applies the entrance criteria to all potential pupils regardless of any disability, race, gender, ethnicity or sexual orientation of which we are made aware and will make reasonable adjustments where necessary in order not to put a disabled student at a substantial disadvantage compared to their peers.

The act defines a disability if a person ‘has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities’.

Special Educational Needs and/or Disabilities (SEND) refer to any circumstances resulting in an individual pupil requiring additional or different help in order to take full advantage of the educational opportunities offered to pupils of the same age. These difficulties include physical, emotional, behavioural and specific learning difficulties.

The act requires schools/colleges to examine all aspects of their provision of educational and associated services and to ensure that appropriate responses are made to meet the needs of those with disabilities or special needs. Chelsea Independent College is wholly guided by these principles in planning and designing its educational provision and is committed to ensuring that all pupils have equal access to learning and to the curriculum.

Documents in support of this policy include:

- SEND Policy

This Policy has been produced in consultation with Governors, the SMT and staff of CIC. It covers the period 2019-2022.

### **2. DEFINITION**

Pupils have a special educational need and or disability if they require special educational provision to be made for them. Pupils have a SEND if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age:  
or

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- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for the pupils of the same age. Such disabilities could be of an academic, emotional, behavioural or physical nature

Whilst CIC is a selective college, with admission criteria laid out in the [Admissions Policy](#), every pupil has their own individual needs. On occasions individuals require learning support.

### **3. ADMISSIONS POLICY**

Chelsea Independent College is committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We value the diversity of our school community and appreciate the contribution that pupils with Learning Support Needs/ Special Educational Needs (SEN) and/or disabilities can bring to school life. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness and inclusion. We have admissions policies and criteria (available to view on our website) which seek to remove barriers to entry to our college for pupils with Special Educational Needs and/or disabilities.

The College's [Admissions Policy](#) makes provision for the disclosure of disability and special needs and the commitment of the College to deal appropriately and supportively in the admissions assessment process. The College therefore fulfils an *anticipatory duty* as defined by the Act. A failure of a parent to divulge SEN/disability at this time constitutes a *justification* under the act for discrimination. Where a parent requests confidentiality regarding SEN/disability this request would limit what the College could provide in making *reasonable adjustments*. Under these circumstances the College has the right to decide the balance of confidentiality and possible reasonable adjustments for inclusion. No child should be discriminated against on entry into the College, because of their individual needs. However, CIC is an academically selective college and reserves the right to continue this process. Provision for this is made in the code section 5:23 where independent schools may select on grounds of both 'ability and aptitude'. All pupils must therefore satisfy the academic criteria.

### **4. CURRICULAR AND CO-CURRICULAR ACTIVITIES**

In the delivery of the curriculum allowances are made for disabled students (e.g. by allowing extra time); access to computer technology appropriate to pupils with disabilities is available and all pupils are encouraged to take part in music, drama and physical activities. In general, there are high expectations of all students and staff seek to remove all barriers to learning and participation.

The range of co-curricular activities is sufficiently extensive and varied to ensure that disabled pupils are able to participate fully in the College's extra- curricular programme. College visits, including overseas visits, are made accessible to all pupils irrespective of attainment or impairment.

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The College will wherever possible make reasonable adjustment to allow SEN/disabled pupils to access the full educational and learning experiences that the school provides. However, under the reasonable adjustments duty the College also has to consider:

1. the need to maintain academic, musical, sporting and other standards
2. the financial resources available to the College
3. the health and safety requirements – SENDA does not override the College’s duties under Health and Safety legislation.
4. the interests of the other pupils and persons who may be admitted to the College as pupils

In the event that a pupil’s co-curricular or recreational activities are limited by their SEN profile, alternative opportunities will be made available wherever possible.

### **Criteria for the monitoring and evaluating of the Learning Support Policy**

- Pupil’s attainment in tests and exams is higher than previously
- Staff are sufficiently supported and advised by the SENCO to feel confident to help the individual pupil make progress in the classroom
- The system for screening/identifying pupils with SEND is working effectively
- Records are accurate, useful and up-to-date
- Parents are well informed about their child’s learning difference and are involved in the process of the improvement (by way of a partnership) as appropriate

## **5. THE OBJECTIVES OF THE SCHOOL’S LEARNING SUPPORT POLICY**

- Early identification: to identify any pupils who require learning support as early as possible
- To use the College’s assessment procedures for regular monitoring and appraisal of student’s performance to identify students who are actually or potentially under-performing
- To provide intervention and support specifically tailored to the needs of the individual student
- To ensure that ALL school staff are aware of such student’s needs so that such needs can be met in all college settings
- To provide pastoral care and support for a pupil so that they can develop in all areas and build a strong sense of self-esteem
- To ensure that student’s records are kept up-to-date regarding their individual needs, interventions and outcomes through their IEP and Profile
- To conduct a review once a term
- To work in close partnership with parents or guardians at all stages
- Where realistic, to include the students themselves in the process of making decisions and setting targets

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### Identification and Assessment

Concerns about a pupil:

- To screen all students on entering the College and to use their examinations and Yellis and Alis test scores to identify those with a possible need
- Teachers/Parents to raise any other student with a suspected SEND who is then screened
- SENCO and Heads of Year liaise regularly to discuss students who may present with a SEND
- Those students whose screening results indicate a SEND are then encouraged to be assessed by an Educational Psychologist

Action taken:

- Parents and SENCO discuss the Education Psychologist's report
- A student with a SEND will be given an Individual Learning Support Profile
- All staff will have access to the student's Profile via the school shared drive
- When appropriate, students will be invited to attend weekly support lessons with the SENCO
- Each student will have a work plan for these extra lessons based on their Profile
- The student's Profile will be reviewed once a term. If significant progress is made, the targeted areas will be amended accordingly
- All parents will receive a report once a term to inform them of progress

(For a more detailed break-down of the action provided see the [SEND Policy](#)).

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### **ACCESSIBILITY PLAN**

#### **School demography**

We currently have a number of students with long-term physical disabilities, including visual impairment, gross motor difficulties affecting mobility and hearing impairment. Reasonable adjustment has been made to ensure the needs of the individual are met appropriately. When a student or member of staff has a physical disability, the school will implement systems to manage their needs appropriately.

#### **Site characteristics**

Chelsea Independent College is an independent, co-educational boarding school with approximately 150 pupils aged between 14 and 19 and 40 staff. The College is located in two buildings, approximately 200 metres apart along Fulham Road and Fulham Broadway. Entry to the College is by selective interview and examination procedures.

Both buildings, have disabled wheelchair access, through the use of a ramp where appropriate, and lift access to all floors. The college will take account the needs of students, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.

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#### Targets achieved 2015-18

To increase the extent to which disabled students can participate in the curriculum							
Target	Strategies	Success Criteria	Timescale	Responsibilities	Progress	Achieved by	Date achieved
To create access to lockers so students may have space for their personal items	To identify an appropriate space for lockers to be sited with easy access to learning spaces. To relocate lockers from the basement to the identified site.	Students able to access and utilise lockers.	Commence Autumn Term 2015	Vice-Principal Principal	Site identified. Locks require changing, then will be moved to site.	Lockers relocated to accessible area of the college.	September 2017
Compliance with the Equality Act 2010	Review all statutory policies to ensure that they reflect inclusive practice and procedure	No policy conflicts with principles of equality of opportunities for all	Commence Autumn Term 2015	Principal	Ongoing reviews, but all policies updated	Policies reviewed and updated	November 2015.
Updated smoke alarms to visual and audible sensors	Install updated smoke alarms, which will have a better audibility and visual sensors for the hard of hearing and visually impaired	Those who are hard of hearing or visually impaired are better able to identify fire alarms	August 2018	Estates Manager	Completed	New smoke alarms fitted	September 2018
To ensure the school's website is accessible to those who are visually impaired	Seek confirmation that school website is suitable;	Written confirmation	Commence Summer Term 2016	Vice-Principal Principal	Consultations with marketing dept.	New website has been created and is online	January 2018 (new website launch)
To ensure all policy documentation is made available and accessible to all interested parties.	Publish policies online and provide contact details of how they can be obtained in larger format, free of charge.	Testing of procedures. Stakeholders report they are able to access the information they require.	Autumn 2015 - ongoing	Vice Principal Principal	Consultations with marketing dept.	All policies are online and available in larger format.	September 2016

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#### Targets ongoing from 2015-18 plan

To increase the extent to which disabled students can participate in the curriculum							
Target	Strategies	Success Criteria	Timescale	Responsibilities	Progress	Achieved by	Date achieved
Increased skills and confidence of all staff in differentiating the curriculum	Be aware of staff training needs and assign CPD accordingly	Lesson observations demonstrate improved skills and raised staff confidence in strategies for differentiation and increased student participation	Commence Autumn Term 2015	Vice-Principal Principal	Faculties trained on SpLD and new SEN code of Sen practice.	Ongoing	Programme of training commenced January 2016  Ongoing
Ensure that the Admissions process ensures that all potential candidates are fairly reviewed	Ensure SENCo is consulted with all potential students with disability to assess any reasonable adjustment required.	Appropriate arrangements for candidates to assess their ability to join the college regardless of disability.	Commence Autumn Term 2015	Vice-Principal Principal	Ongoing. Principal invites Vice-Principal to all interviews.	Continues to take place	Consultation has been on ongoing since March 2016
Enable staff to increase their knowledge and understanding of needs of disabled students should they be admitted to the college.	Training of staff (Internal) CPD (external)	Success of students, requiring access arrangements and/or those with disability, in examinations.	Ongoing.	Vice-Principal Principal	Ongoing.		All appropriate staff trained on the needs of specific students.

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To increase the extent to which disabled students can participate in the curriculum							
Target	Strategies	Success Criteria	Timescale	Responsibilities	Progress	Achieved by	Date achieved
Submit applications for reasonable adjustments	College seeks to address student's difficulties appropriately and where relevant apply to JCQ for reasonable adjustments to support students in public examinations.	Students with disabilities will receive appropriate support as their normal way of working and in public examinations to ensure they have optimal chances to demonstrate their abilities.	Ongoing.	SENCO, Exams Officer & Estates Manager	Ongoing	Continues to take place – Access arrangements in place for examinations by the February of the examination	Completed for 2015/16 cohort. Begin to collect concerns for 2017 cohort in Oct 2016.
Make reasonable adjustments to the service we provide to disabled candidates.	Identify what support is required to enable students with disabilities to fully access the facilities, curriculum and opportunities offered by the college.	Students with disabilities who attend the college experience freedom of choice and movement around the college sites.	Ongoing.	Estates Manager Vice-Principal Principal	Ongoing		When required
Raised awareness of disability issues, including harassment	Develop new curriculum, including whole-school themes around humans and PSHE, with this in mind	New curriculum in place Long term planning and topic plans	Commence Autumn Term 2015	Vice-Principal & Principal	Phase 1 implementation of PSHE completed Jan 16.		Ongoing.
Students with medical needs are fully supported	Provide training in use of Epi-pen (for all, led by nurse)	100% of employees receive the training	Commence Spring Term 2016	Nurse, Vice-Principal & Principal	Training undertaken – due to be repeated in September 2019		December 2015, June 2016 & January 2017

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To increase the extent to which disabled students can participate in the curriculum							
Target	Strategies	Success Criteria	Timescale	Responsibilities	Progress	Achieved by	Date achieved
Monitor provision for students with disabilities on all residential visits including day, week or overseas trips	To ensure that all students with disabilities are able to access an increasing range of residential visits	Students with SEND or SLD are able to access an increasing range of residential visits	Commence Autumn Term 2015	SENCO & Vice-Principal	Recent Business trip (02/19) had a disabled pupil attend		Ongoing
To build community links with local and sister schools to support students to access alternative sports provision	To contact local and sister schools and identify provision that can offer additional opportunities and allow students to access improved facilities	Students to be accessing additional facilities from September 2016	Commence Autumn Term 2015 - ongoing	Vice-Principal & Principal	New PE teacher/co-ordinator creating new curriculum appointed (2016)		Ongoing.
Visually stimulating environment for all students	Colourful, lively displays in classrooms, with greater focus on practical / kinaesthetic learning	Monitoring shows all aspects are at least good, with few essential actions: learning environment walks physical environment checks	Commence Autumn Term 2015 - ongoing	Estates Manager Principal	All departments regularly reminded to maintain current and colourful displays		Ongoing
To improve the process of contacting parents/ carers and increasing their involvement in the student's education	To create, develop and embed the use of parental/carer contact mapping tool.	Parents/carers report they feel more informed and are able to contribute their views where support is provided.	Commence Autumn Term 2015	Vice-Principal, Student Services Manager, Reports Coordinator & Principal	Staff have been trained in using SIMS communication tools.		Ongoing

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To increase the extent to which disabled students can participate in the curriculum							
Target	Strategies	Success Criteria	Timescale	Responsibilities	Progress	Achieved by	Date achieved
To ensure all students feel confident to fully disclose information with regard to their disabilities	Ensure that all students, staff and parents/carers are assured of confidentiality when disclosing information and know disclosures will be handled sensitively – during PSHE/personal Tutor sessions	Positive feedback from students. Lesson observations. New PSHE curriculum in place. Long term planning and topic plans.	Commence Autumn Term 2015	Vice-Principal Principal	Staff undergo regular training & students have presentations at induction from pastoral team.	Students feel comfortable speaking to staff and staff know how to react.	Ongoing

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#### Targets for 2019-2022

To improve the delivery of information to pupils, staff, parents and visitors with disabilities						
Target	Strategies	Success Criteria	Timescale	Responsibilitie	Progress	Date achieved
To highlight first step of each stair run in a different colour for any visually impaired persons using the building.	Use coloured highlights to identify the first step	Visually impaired persons using the building will be able to identify the first step in each step run.	April to Sept 2019	Estates Manager		Due to be completed by September 2019
Automatic sliding doors for wheelchair access to the building	Make access to the buildings easier for those in wheelchairs	Those in wheelchairs will be able to access the front of building more easily	Summer 2020	Estates Manager		Due for completion by September 2020
Remodel and relocate disabled lavatories in Science building	Making the facilities more user friendly and better suited for wheelchair requirements	Those with disabilities will be better able to use the sanitary facilities in the Science block	April to Sept 2019	Estates Manager		Due for completion by September 2020
Modernise internal walls and upgrade lighting in the Science Block lift	Lift in the Science block will be upgraded and improved	Students and staff that use the lift will find it more comfortable and user friendly	February – Sept 2019	Estates Manager		Due to be completed by September 2019
Install Interactive with 4K HD Presentation screens	This will help students with SEND/SLD to be able to access notes, see documents/print more clearly and also allow notes to be printed for students	Pupils with SEND/SLD are better able to participate fully in lessons	April to Sept 2019	IT Manager		Due to be completed by September 2019
Improve CCTV	Install upgraded CCTV and ingress and egress points as well as areas deemed as potential risk points for vulnerable students, staff and visitors	Areas of the College are better protected through increased CCTV coverage	April to Sept 2019	Estates and IT Manager		Due to be completed by September 2019

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To improve the delivery of information to pupils, staff, parents and visitors with disabilities						
Target	Strategies	Success Criteria	Timescale	Responsibilitie	Progress	Date achieved
As rooms are redesigned/refurbished space management for wheel chair access	Greater spacing and flexibility in desks, including adjustable height desks	Disabled staff and students will be able to better access facilities in the College	To commence in Summer 2020	Estates Manager		Due to be completed by September 2020
All doors to classrooms/offices to have access control points	Doors to all classrooms and offices will have access control points fitted to ensure that all staff and students are safer and better protected against unwanted intruders	All students and staff feel safer	To commence in Summer 2020	Estates Manager		Due to be completed by September 2020
Lighting in corridors and stairwells to be improved	Greater illumination will reduce incidences of SAD and ensure that those visually impaired will be able to see more clearly	All students and staff are better able to see in corridors and stairwells	January 2019 – April 2019	Estates Manager	Most corridors have been completed ahead of schedule	April 2019
Lighting in classrooms to be improved	Greater illumination will reduce incidences of SAD and ensure that those visually impaired will be able to see more clearly	All students and staff are better able to see in classrooms	To commence in Summer 2020	Estates Manager		Due to be completed by September 2020