

3.7 Accessibility Policy

Admission to Sussex House for all pupils is by competitive entry based on information received from tests in Mathematics and English, an interview and a school reference.

Sussex House must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his potential and in line with the general standards achieved by the pupil's peers, so that there is every opportunity that the pupil will have a complete, happy and successful school career.

Sussex House's policy is to apply these criteria to 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 disability. This incorporates allowing for extra time, the use of a laptop or having rest breaks during formal examinations or testing.

Sussex House asks parents to provide details of disabilities and relies on the information provided. In assessing any pupil or prospective pupil the school may take advice and request any assessments it regards as appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

When a parent applies for a place in the school for their son they are required to inform us if he is in any way disabled.

Disablement may include:

- physical or mobility impairments
- sensory impairments
- medical conditions (e.g. diabetes, epilepsy)
- learning disabilities
- mental health difficulties

We aim not to discriminate against disabled pupils but, at the same time, it is necessary for us to consider:

- our duty to maintain high academic and other standards
- budgetary constraints
- the practicalities involved in making adjustments
- the fact that the main school is housed in a Grade 2 listed building
- the health and safety of the disabled pupil and the interests of other pupils

Disability involving mobility

The school is eager that people should have easy, dignified access to the school buildings within the practical parameters of a building of this nature. Ramps will be provided for access up the front door steps and a ramp to cover the first half flight of stairs. Where possible, academic lessons for a disabled pupil would be held in the Library and there are toilet facilities on the same floor.

Other forms of disability

The school will endeavour to meet the needs of pupils with other forms of disability and would seek to provide Braille/large print facilities or a sign language interpreter.

Where possible, aspects of the physical environment would be altered to accommodate disabled pupils, distance learning provided and welfare and counselling support provided if necessary.

3.7.1 Three year Accessibility Plan Jan 2024 – Jan 2027

The Sussex House Accessibility Plan covers the period from January 2024 – January 2027. It has been written in accordance with the legislation and requirements specified in Schedule 10, relating to disability, of the Equality Act (2010). This plan will be kept under review during this period by the Deputy Headmaster and the Head of Learning Support and will be monitored annually.

We are committed to providing an environment that enables full curriculum access, and which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action with regard to disability and developing a culture of inclusion, support and awareness within the school.

The Sussex House Accessibility Plan shows how access will be improved for disabled pupils, staff and visitors to the school over a four-year period, anticipating the need to make reasonable adjustments to accommodate their needs where practicable. It contains relevant and timely actions, as outlined in Schedule 10 of the Equality Act (2010), to:

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils. We recognise that failing to do this is in breach of duties under the Equalities Act (2010). This covers teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **auxiliary aids and equipment**, which may assist these pupils accessing the curriculum within a reasonable timeframe.
- Improve 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 delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples may include handouts, timetables, textbooks and information about the school and school events. This information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to key aspects of the physical environment, curriculum and written information.

We aim not to discriminate against disabled pupils, staff, parents or visitors but, at the same time, it is necessary for us to consider:

- our duty to maintain high academic and other standards
- budgetary constraints
- the practicalities involved in making adjustments
- the fact that the main school is housed in a Grade 2 listed building
- the health and safety of the disabled pupil and the interests of other pupils

The Accessibility Plan should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Admissions Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behavioural Policy

Accessibility Plan 2024 – 2027: Improving the Curriculum

TARGET	STRATEGY	TIMEFRAME	SUCCESS CRITERIA & EVALUATION	BUDGET TRACKING/ COST
Ensure the provision for children with SEND and is mapped across the school and that intervention are tracked and monitored.	SENDCO to map provision for SEND pupils across the school; termly progress meetings with HOY's to include scrutiny of provisions/outcomes.	Ongoing	Pupils with SEND make good progress from starting points. Intervention programmes for pupils have a positive impact on their outcomes. Evidence: <ul style="list-style-type: none"> • Standardised tests • IEP's • Pupil progress meeting notes 	SENDCO
Ensure all children have access to the wider community to enhance & enrich the curriculum.	Regular trips/visits across the school as part of curriculum study; guest visitors (in specialty areas) to speak during assemblies to raise awareness on wider community issues. Children visit Parliament. Pupils take part in local and national competitions like Primary Maths Challenge.	Ongoing	Pupils experience enriched curriculum and have regular access to wider community. Evidence: <ul style="list-style-type: none"> • Trips/visit information including risk assessments • After school clubs • Guest speakers during assemblies Children gain an understanding of the world around them	School Budget

			<p>Children gain understanding of democracy and British values</p> <p>Children gain understanding of French, Art, History and culture and practise their French</p>	
All curricular activities are planned to ensure they are accessible to all children	<p>Curriculum planning and school provision maps include appropriate differentiation and use of additional support materials/equipment.</p> <p>Children with sensory impairments or specific learning difficulties have access to specialist resources/equipment such as ICT.</p>	Ongoing	<p>All children able to fully access the curriculum</p> <p>Evidence:</p> <ul style="list-style-type: none"> Curriculum planning 	School Budget
Training for staff in the identification and teaching of children with specific learning difficulties.	SENDCO to arrange training appropriate to staff based on provision map/identified needs of children in school.	Ongoing- regular SEND training	<p>Training received by staff has a positive impact on supporting staff in identifying, understanding and teaching children with SEND effectively</p> <p>Children experience better outcomes</p> <p>Evidence:</p> <ul style="list-style-type: none"> Records of CPD 	Staff CPD Budget
Provision of therapeutic support via in-	Specialist SALT comes in weekly to work with ASD	Ongoing	Needs of pupils with diagnosed literacy and social communication difficulties are	SENDCO Parents fund private lessons for SALT at school

<p>house speech and language therapy, specialist Literacy support.</p>	<p>students on their nonverbal communication skills.</p> <p>Head of Learning Support provides extra support sessions with those with SLDs.</p> <p>Trained TA runs targeted social skills groups to support the SALT's work with individual students.</p>		<p>met through a rich provision of intervention programmes and specialist support.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • SALT report reviews • Provision maps • Small group planning documents 	
<p>Raise awareness of neurodiversity for pupils.</p>	<p>Explore the curriculum and assess where and how neurodiversity has been incorporated.</p> <p>Provide further opportunities for pupils to learn about and celebrate neurodiversity through projects and events.</p> <p>Invite guest speakers to speak to pupils during workshops.</p>	<p>Ongoing</p>	<p>Pupils gain greater understanding & acceptance of neurodivergence.</p> <p>Pupils feel more confident to share own experiences & perspectives related to neurodiversity.</p>	<p>School Budget</p>

<p>Accessibility Plan 2024 – 2027: Improving the Physical Environment</p>				
<p>TARGET</p>	<p>STRATEGY</p>	<p>TIMEFRAME</p>	<p>SUCCESS CRITERIA/ EVALUATION</p>	<p>BUDGET TRACKING/ COST</p>

Ensure that equipment required due to an impairment is in place, e.g. microphone; slanted writing board; wobble cushion; etc.	Liaise with external agencies in order to identify and maintain the equipment.	Ongoing	All equipment is in place and maintained well.	Cost of equipment/maintenance from school budget
Classrooms are well resourced and highly organised. Classrooms promote high quality learning experiences.	Ensure learning resources are high quality, relevant and promote positive learning. Ensure all classrooms are decorated & maintained with appropriate high quality furniture.	Annual audits & purchasing of learning resources by subject leaders. Replacement of furniture as appropriate.	Pupils experience multi-sensory learning with high quality resources. Learning environment is maintained regularly to optimum standard.	School Budget

Accessibility Plan 2024 -2027: Improving Communication

TARGET	STRATEGY	TIMEFRAME	SUCCESS CRITERIA/ EVALUATION	BUDGET TRACKING/ COST
Digital resources are consistently and effectively used to support students.	Identify & evaluate how current resources are being used and their impact. Determine accessibility needs of users. Review and update digital resources to ensure they continue to meet accessibility needs.	Ongoing	Staff are aware of the resources available and how to use them to support pupils' accessibility needs. Pupils with accessibility needs receive necessary and appropriate support.	School Budget

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