

Charitable Objects of St. Catherine's School- *The Objects for which the Company is established are to promote and provide for the advancement of education by providing, conducting, governing, carrying on and maintaining in the United Kingdom, or elsewhere, a boarding or day school or schools for girls in which the teaching shall be in accordance with the principles of the Church of England.*



DISABILITY (NON-DISCRIMINATORY) POLICY - WHOLE SCHOOL **INCLUDING THE ACCESSIBILITY PLAN as Appendix 1**

(This includes reference to the Special Education Needs Disability Act)

Whole School refers to all students in the St Catherine's Preparatory and Senior Schools which includes: the Early Years Foundation Stage (EYFS), Pre-Prep School (Key Stage 1), Prep School (Key Stage 2); Middle School (Key Stage 3); Senior School (Key Stage 4) and the Sixth Form (Key Stage 5).

This policy was updated in March 2019 in line with the School's Policy Review Schedule which ensures that all policies are kept up to date and replaces that which was written in 2004 and updated in 2006/7, revised in June 2008 and updated in September 2009, November 2012, July 2015 and September 2016.

Aim: Promotes the inclusive approach of St. Catherine's Preparatory and Senior Schools to pupils with any form of disability.

This policy is written with reference to the following legislation:

- Equality Act 2010
 - Special Educational Needs and Disability Act 20014 (SENDA) also called SEND
 - Every Child Matters 2004
- and should be read in conjunction with the following School's policies:
- Health and Safety
 - Equal Opportunities
 - Staff Recruitment

Introduction

1. The School Staff aim to provide sound academic teaching, up to date facilities and a wide range of extra-curricular activities. This includes a fundamental commitment to providing a breadth of experiences to ensure that each girl receives a balanced curriculum and has the opportunity to explore her own interests and strengths.
2. The School's Admissions Procedure is published on the School website and any relevant information can also be found in other publications for parents and pupils.
3. The School is a vibrant and caring community, composed of two parts, the Prep School and the Senior School. There are approximately 270 pupils in the Prep School, aged four to eleven. The Senior School is composed of just over 650 students aged between eleven and eighteen. The happiness, well-being and development of all pupils is of paramount importance to us, as is their personal, social, spiritual, cultural and physical development, and their academic development.

Policy Statement

4. It is the policy of the School that these principles shall be applied to all pupils regardless of disabilities of which it is aware, consistent with the School feeling confident that it will be able to educate and develop the pupil. It is the policy of this School to meet its obligation of making reasonable adjustments in order that a disabled pupil, compared to any pupil without disability, is not disadvantaged. Adjustments are also made on a temporary basis as required.

Application Process

5. Parents interested in securing a place for their daughter at St Catherine's School will be asked to disclose whether their child has a dietary, disability, special educational need or medical condition. In assessing any application for a place at St Catherine's School the School may take advice from external agencies in addition to that of the parents and the child and require such assessment as it regards necessary to ensure that the School can manage a pupil's education at the School. This will enable the School to manage a pupil's education with the best possible outcome for her.

6. Accessibility

St Catherine's School was founded in 1885. The predominantly flat site is approximately 25 acres in green belt and subject to stringent planning controls, a substantial part being in a conservation area. The site is divided into the Prep School and the Senior School.

Prep School:

St Catherine's Prep School was moved to a separate building on its own site in the 1950s. The main building is a two storey Georgian building with some modern extensions. Additional facilities include a modern teaching block, a Library, music room and Little Wood Lodge which houses the Academic Mentoring Office and a multi-purpose teaching room.

Senior School:

The Main School is a Victorian building and houses administrative offices, staff rooms, Library, and Chapel on the ground floor. The Dining Hall is also on the ground floor. It has two further floors offering boarding accommodation in two houses for eleven to sixteen year olds. A lift is available from ground to second floor, with the Medical Centre being located on the first floor. Three other boarding houses accommodate L6 and U6 (Centenary Building, the Unit and Barbara Platt) and are situated close to the Main School. The Warren is a Grade II listed late Georgian house which houses the 6th form Boarding Housemistress and her family. A further boarding house, Symes, accommodates U4 girls and is located to the rear of the Anniversary Halls.

7. The majority of the classrooms are in School Block, West Block, The Millennium Building, the Music Centre and the John Palmer Art Centre. The Sixth Form Speech Hall Library is in the centre of the School. The grounds are comprised of tarmaced areas, woodland, flat grassland and sports fields (lacrosse pitches and tennis/netball courts).
8. The Anniversary Halls, a two storey building with a lift, which is used extensively by both Prep and Senior schools, consists of a Sports Hall, Fitness Centre, Squash Court, Dance Studio, Swimming Pool, Classrooms, Changing Rooms, Café, Auditorium, Music Practice rooms, Drama Studio and offices.

9. The Disability (non-discriminatory) Policy Review Committee (see below) carries out an annual audit of all School buildings and identifies where the issue of reasonable adjustment needs further work. The results of this audit are summarised in the School Accessibility Plan (See Appendix 1) which should be read in conjunction with this Policy.

Disability (non-discriminatory) Policy Review Committee (DPRC)

10. St Catherine's School has formed a DPRC answerable to the Governing Body.
11. From June 2018 this Committee consists of:
- Chief Operating Officer
 - Estate Manager
 - Head of Boarding
 - Deputy Head (Staff) Prep School
 - Director of Staff (Senior School)
 - Director of Studies (Senior School)
12. All Heads of Department are asked to be aware of any adaptations that are needed and to feed them into the Committee for the Committee to consider.
13. The DPRC will:
- be aware of School policies, procedures and facilities which affect current and prospective pupils with a disability and advise when any changes are necessary.
 - be as proactive as possible in enabling physical access to the site if difficult for a prospective pupil as is reasonably possible. Accordingly, pupils with relevant disabilities will, where practicable, be offered:
 - a) A day place, unless she is a Sixth Form boarder where she could have a ground floor room or be housed in Symes.
 - b) To be placed in a tutor group that is most convenient for physical access.
 - c) To be prioritised in the writing of the timetable with regard to accessible rooms and set allocations within the limitations of the need to teach in subject specific areas to the benefit of all pupils.
 - identify existing girls who fall within the remit of SEND and ensure that their entitlement to fair and equal treatment is being achieved whether their disability is physical or sensory.
 - recommend via the Accessibility Plan ways in which accessibility to the education on offer at St Catherine's School can be achieved by making reasonable adjustments to the academic, curricular and extra curricular structure of the School and its future development.
 - review annually the School's policy of disability (non-discriminatory) and access.
 - Ensure that a PEEP (Personal Emergency Evacuation Plan) is completed for any visitor, member of staff or pupil to ensure that safe evacuation of any building is possible.

- ensure that any such Health and Safety measures are put in place to enhance without disadvantaging other members of the Community. This is particularly important in relation to Health and Safety, Fire Protection and Evacuation.
- ensure that consideration is given to all staff and visitors' needs in relation to any form of disability.
- ensure due consideration is given to mobility and access when any project, whether minor, medium or major, is approved by the SMT.

14. The School also undertakes to make every effort to implement reasonable changes to its whole-school curriculum in order to accommodate pupils with disability.

Special Educational Needs

15. The Schools' procedures for dealing with learning difficulties will be set out in the Parents' Handbook (Senior School) and is on the School website under Policies (see Academic Mentoring and Monitoring Policy (Senior School) and Academic Mentoring (Prep School)).

Signature of the Headmistress of the Senior School:

Mrs A M Phillips

Signature of the Headmistress of the Preparatory School:

Miss N Bartholomew

Date:

THIS POLICY WILL BE REVIEWED ANNUALLY

ACCESSIBILITY PLAN - GENERAL

St Catherine's School Accessibility Plan aims to meet the requirements and the spirit of the following legislation

- Equality Act 2010
- Special Educational Needs and Disability Act 2014 (SENDA) also called SEND

The Accessibility Plan ensures that we embrace the Statement of Aims for any pupils at St Catherine's School.

BACKGROUND TO THE ACCESSIBILITY PLAN

St Catherine's School acknowledges its duty towards pupils, staff, parents, Governors and members of the wider community who have a disability, whether permanent or temporary. Where pupils or prospective pupils are concerned, St Catherine's School acknowledges its non-discrimination and planning duty under the Special Education Needs and Disability Act 2014.

1. St Catherine's School is a selective school and admission to the School depends upon the prospective pupil meeting the criteria required to maintain and, where possible, improve the educational and welfare standards for its pupils.
2. The School asks prospective parents to complete an Application Form and to disclose whether their child has a dietary need, special educational need, disability, or medical condition. Members of staff are also asked to disclose any disability.
3. 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.
4. Where it is practicable to make reasonable adjustments based upon the information given and advice received, to enable a prospective pupil or member of staff to take up a place at St Catherine's and to satisfy the admissions criteria outlined above, the School is committed to providing those reasonable adjustments.
5. Where the School agrees to provide additional services, such as specialist teaching for dyslexia, parents will be charged for this service at a level that reasonably reflects the cost to the School of providing that service. Details of costs will be provided in writing.
6. Where a disability is progressive, the School will undertake regular reviews as appropriate with the parents to assess that the pupil's educational experience continues to be appropriate to her needs and manageable. Where problems are encountered the School will continue to make reasonable adjustments where possible. If such adjustments are not possible, open and supportive discussion may include the need to find an alternative place of education.
7. Recognising the importance of parents in their daughter's education, the School will, where possible, make reasonable adjustments to improve access to disabled parents to allow them to participate as fully as possible.

THE SCHOOLS' LAYOUT AND FACILITIES

St Catherine's School was founded in 1885. The land is predominantly flat comprising an area of some 25 acres on two sites. The School consists of many separate buildings of several storeys. Two buildings are listed and a substantial part of the site is in a conservation area.

(a) Prep School:

The main building, Church House, is built on a gently sloping site, so that, as well as being built on two floors, the ground floor is on a variety of levels. Disabled toilets are located in the ground floor of Church House and Upper Court plus the ground and first floor of Trinity Court. Wheelchair users can gain access to all areas of the school with the exception of the first floor of Church House and Upper Court and the Library; a lift is located in Trinity Court. The main access points to the school for wheelchair users are via the main doors to Trinity Court or the Hall. Access to the office is assisted by a portable ramp.

Any classes on the first floor of the older buildings would be relocated to the ground floor to facilitate access for wheelchair users/those with specific mobility needs. Little Wood Lodge is within the school grounds and has a ramped access.

(b) Senior School:

Subject areas are an important and integral element in effective delivery of a broad curriculum and play a significant part in maintaining and developing the quality of both teaching and learning. The curriculum relies upon the system, common to many schools, of fixed classrooms for each subject, based on the requirements to have all the facilities for any subject in one place. This requires pupils to move from classroom to classroom. Some of the teaching accommodation is situated at first floor level. In the older classroom buildings there are no lifts or ramps to assist access to the first floor. Any classes on the first floor of the older buildings would be relocated to the ground floor to facilitate access for wheelchair users/those with specific mobility needs. The modern, double storey Millennium Building is a classroom block for teaching Chemistry, Classics and Modern Languages containing ground and first floor classrooms, ramps and a lift. All facilities in the Anniversary Halls are accessible. The Centenary Building (access to 6th form boarding) has full disabled access to the Lecture Theatre and a disabled toilet.

There is a disabled toilet in the ground floor of the Millennium Building and in the ground floor bathroom of the Unit. Disabled toilets are also situated in Music Centre, the John Palmer Centre and the Anniversary Halls and Sixth Form Speech Hall Library. There is also a disabled toilet in the main school, close to the Visitors' Room.

Entry to Main School, where the Administrative Offices, Visitors' Room, Headmistress's Study, Chapel and Business Centre are situated on the ground floor, is via a fixed ramp at the Business Centre end of the building or access near the School Uniform Shop. Symes House (boarding for U4), Main School (U3, L4, L5,U5) and Sixth form all have access to boarding rooms either on the ground floor or via a lift in Main School which also gives access to and from the Medical Centre.

Sixth form students study, outside taught lessons, in the Speech Hall Library which has ramped, key pad operated doors and a disabled toilet.

The games fields are easily accessible from the main buildings. There are pathways giving access.

Although the School is not required to provide auxiliary aids and services or to make physical changes to their existing buildings, reasonable steps would be taken to accommodate a pupil's needs. A pupil with severely restricted mobility may be unable to access some of the educational and recreational facilities that the School offers.

It is an inescapable fact that not all these matters can be overcome without considerable alterations to buildings and there are, therefore, substantial cost implications. St Catherine's does not enjoy the benefit of being generously endowed and the School's main source of income is fees which of necessity are applied almost wholly to the day-to-day running costs of the School. Hence there are considerable budgetary constraints. Nevertheless, over the past 9 years there have been considerable improvements in the provision of ramped access and disabled toilets.

Wherever practicable, in line with the Disability (non-discriminatory) Policy Review Committee, the School will make reasonable adjustments to the timetable to allow-pupils and staff with restricted mobility to attend accessible parts of the School.

The Disability (non-discriminatory) Committee will review this plan on an annual basis each Autumn to monitor and evaluate:

- The effectiveness of action taken in the previous school year
- Relevant targets for the next school year
- Responses to any further legislative changes.

The Committee will make a log of all reasonable adjustments and will report to the School's Health and Safety Committee at each meeting.

IMPROVING THE PHYSICAL ENVIRONMENT (1st April 2018 – 31st March 2021)

	Tasks	Lead	Timeframe	Comments
Short Term	1. Action plan to be created regarding disabled boarder in U3 to U5	NM	July 2018	In Symes: Installation of new electrical push button operated front door, installation of new accessible (disabled) ground floor WC & shower room with electrically operated door; adjustment of layout to ground floor dorm room from bunk beds to low level use with appropriate pin board height. Completed
	2. Ability for all 6 th formers to do own laundry	NM	July 2018	Conversion of CB1 flat to CB laundry with low level washing and tumble drying machines; installation of lower level hanging rail. Completed
	3. New 6 th form boarding house temporary accommodation – ensure when contractors on site pupil and staff safety and ease of access for all on temporary pathways	CC and NM	March 2019 onwards	
	4. Building of new 6 th form boarding house in far corner of site – ensure safe access for all pupils and staff	CC and NM	July 2019 onwards	
Medium Term	5. Need for ramped access to Pre-prep through normal girls' entrance on paving to be installed	NM	2020	On R&R – access currently via flat grass area so not hugely urgent
	6. Improving lighting for visually impaired in both Prep and Senior schools:		2019 and ongoing	
Long Term	7. Catalyst building – site to be made safe for all pupils and staff and ease of access for all on temporary pathways	CC and NM	2020 onwards	

INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN SCHOOL CURRICULUM (1st April 2018 – 31st March 2021)

	Tasks	Lead	Timeframe	Comments
Short Term	<ol style="list-style-type: none"> 1. Ensure that Registrars and Medical Centre update relevant personnel with information from new pupils 2. Ensure that SENCOs and Medical staff keep staff abreast of any new development with existing girls, arranging relevant meetings. <p>Ensure that any necessary changes are completed following these meetings above.</p>	<p>Registrar/Medical</p> <p>SENCOs/Medical</p> <p>JD/AMP/JM</p>	<p>As pupils join</p> <p>As pupils join</p> <p>As pupils join</p>	<p>Sept 2018- PP3 mother in wheelchair. Registrar informed SMT who decided on all staff enabling access and educating all staff in the problems L3 Pupil with significant medical needs has to receive medication by Admin staff regularly, who are supported by the Medical staff. All staff educated to watch for her.</p> <p>U6 pupil who is deaf. Whole school assessment made for her timetable in 2015-2016 but this needs to be repeated annually. ACTION POINT.</p>
Medium Term	<ol style="list-style-type: none"> 3. Use of Google classroom as this enables visually impaired pupils to access easily. 4. Ensure inclusivity on all trips and extra-curricular outings. Documentation to detail provision on case by case basis. <p>Ensure staff undergo any training relevant to pupil needs.</p>	<p>JD/JM</p> <p>SK/WG</p> <p>CW/WG</p>	<p>Ongoing</p> <p>As and when</p> <p>As and when</p>	<p>Consider recommendation of iPad Pro for visually impaired pupils.</p> <p>L2 staff briefed by Medical staff before residential trip proved very useful. Usual back-up of offering to have staff staying nearby in separate accommodation is the default plan for those with difficult medical needs.</p>
Long Term	<p>Be aware that audio tapes, large print or braille documents may be required to respond to need.</p>	<p>JD</p>	<p>As required</p>	<p>From Sept 2016. Need to consider use of coloured paper for exams and large print graphs and maps for certain pupils and ensure all photocopying is double checked before distribution.</p>

IMPROVE THE DELIVERY OF INFORMATION TO DISABLED PUPILS (1st April 2018 – 31st March 2021)

	Tasks	Lead	Timeframe	Comments
Short Term	1. Arrange for documents including the prospectus to be provided to prospective parents of pupils who have a disability, in forms that meet that need, if so requested and it is reasonable to do so e.g. large font or on audio tape for visual impairment.	LMF/NB	As it is required	From Sept 2016 iPads have enhanced ease of use for those who are visually impaired by being able to have same documentation easily enlarged.
	2. The School will continue to provide INSET for all teachers in order to support them in better communications with pupils with Special Learning Needs or disabilities.	CW/WG	As it is required	Sept 2016-INSET on SEN processing by CWA- Head of Academic mentoring and her assistant SS enabled all of staff to understand more and be able to focus again on differentiation
Medium Term	3. Continued use of ClarionCall as an alternative form of disseminating information to aid disabled parents and consider parent portals.	JD	Ongoing	Sept 16 New protocol to provide clarity of information sent to pinpointed groups of parents. Parent portal for all admissions improved speed and % of returns..
	Ensure all pupils can access information using specific IT equipment where necessary.	CBS/IT	Ongoing	
Long Term	Continue collaboration with other schools via GSA or ISBA or other message boards, glean relevant interesting ideas and up to date practice.	All SMT	Ongoing	

IMPROVING THE PHYSICAL ENVIRONMENT (1st April 2015 – 31st March 2018)

	Tasks	Lead	Timeframe	Comments
Short Term	1. A series of walkarounds during each academic year cover the whole site to assess and review any new needs for disabled access suggestions by HoDs.	CC	Each July	Sept 2016 Prep- need for ramped access to Pre-prep through normal girls' entrance on paving to be installed for disabled parent of PP1 pupil. In planning with tiger mulch outside hall area. to R and R. Carried forward Boarding- action plan to be created by CG in liaison with boarding team for action in event of having a wheelchair bound boarder. Essentially top floor in Main School in old gap flats and then refuge points needed. Carried forward Academic. Assessed new classrooms in Warren. Need to ensure clear passage to back of unit door at all times. No person in wheelchair to be timetabled upstairs. Completed
	2. New Health and Safety manual to be fully integrated with the current procedures and made known to all on site.	CC	As and when	Series of presentations at H&S Committee has now discussed all sections.
	3. Site to be made safe at all times when contractors are on-site with special attention paid to pupil safety and ease of access for all on temporary pathways.	CC	Each term	Has happened during last year's building works
	4. Review Chapel hearing loop for hearing impaired.	CBS	Dec 2015	Tested by elderly parents in 2015
	5. Little Wood Lodge path to be re-laid	KM	Sept 15	Re-laid in tiger mulch in October 2015
Medium Term	6. Key pads to be reviewed and replaced with electronic versions for ease of access in a rolling programme	J O'D	As and when	Door from inside Main building to IT labs in 2015 Staff room rose garden door in Spring 2016 Facilities office in December 2015
Long Term	7. Enactment of the various elements of the Architects masterplan ensuring that disabled access and toilet facilities are improved at every step.	SMT/CC	As and when	Nothing in 2015/16
	8. IT Portacabin access	CC	June 2017	

INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN SCHOOL CURRICULUM (1st April 2015 – 31st March 2018)

	Tasks	Lead	Timeframe	Comments
Short Term	<p>1. Ensure that Registrars and Medical Centre update relevant personnel with information from new pupils</p> <p>2. Ensure that SENCOs and Medical staff keep staff abreast of any new development with existing girls, arranging relevant meetings.</p> <p>3. Ensure that any necessary changes are completed following these meetings above.</p>	<p>Registrar/Medical</p> <p>SENCOs/Medical</p> <p>JD/LMF/JM</p>	<p>As pupils join</p> <p>As pupils join</p> <p>As pupils join</p>	<p>Sept 2016- New PP1 mother in wheelchair. Registrar informed SMT who decided on all staff enabling access and educating all staff in the problems</p> <p>L2 Pupil with significant medical needs has to receive medication by Admin staff regularly, who are supported by the Medical staff. All staff educated to watch for her.</p> <p>U5 pupil who is deaf. Whole school assessment made for her timetable in 2015-2016 but this needs to be repeated annually. Completed</p> <p>U6 with absence seizures needed special invigilation procedures to include an experienced member of staff as well as the invigilator in case of seizure.</p>
Medium Term	<p>4. Use of Google classroom as this enables visually impaired pupils to access easily.</p> <p>5. Ensure inclusivity on all trips and extra-curricular outings. Documentation to detail provision on case by case basis.</p> <p>6. Ensure staff undergo any training relevant to pupil needs.</p>	<p>JD/JM</p> <p>SK/WG</p> <p>CW/WG</p>	<p>Ongoing</p> <p>As and when</p> <p>As and when</p>	<p>Consider recommendation of iPad Pro for visually impaired pupils.</p> <p>L2 staff briefed by Medical staff before residential trip proved very useful. Usual back-up of offering to have staff staying nearby in separate accommodation is the default plan for those with difficult medical needs.</p>
Long Term	<p>7. Be aware that audio tapes, large print or braille documents may be required to respond to need.</p>	<p>JD</p>	<p>As required</p>	<p>Sept 2016. Need to consider use of coloured paper for exams for certain pupils and ensure all photocopying is double checked before distribution. Completed</p>

IMPROVE THE DELIVERY OF INFORMATION TO DISABLED PUPILS (1st April 2015 – 31st March 2018)

	Tasks	Lead	Timeframe	Comments
Short Term	1. Arrange for documents including the prospectus to be provided to prospective parents of pupils who have a disability, in forms that meet that need, if so requested and it is reasonable to do so e.g. large font or on audio tape for visual impairment.	LMF/NB	As it is required	Sept 2016-iPads have enhanced ease of use for those who are visually impaired by being able to have same documentation easily enlarged.
	2. The School will continue to provide INSET for all teachers in order to support them in better communications with pupils with Special Learning Needs or disabilities.	CW/WG	As it is required	Sept 2016-INSET on SEN processing by CWA- Head of Academic mentoring and her assistant SS enabled all of staff to understand more and be able to focus again on differentiation
Medium Term	3. Continued use of ClarionCall as an alternative form of disseminating information to aid disabled parents and consider parent portals.	JD	Ongoing	Sept 16 New protocol to provide clarity of information sent to pinpointed groups of parents. Parent portal for all admissions improved speed and % of returns.
	4. Ensure all pupils can access information using specific IT equipment where necessary.	CBS/IT	Ongoing	
Long Term	5. Continue collaboration with other schools via GSA or ISBA or other message boards, gleaning relevant interesting ideas and up to date practice.	All SMT	Ongoing	

IMPROVING THE PHYSICAL ENVIRONMENT (1st April 2012 – 31st March 2015)

	Tasks	Lead	Timeframe	Comments
Short Term	1. A series of walkarounds during each academic year cover the whole site to assess and review any new needs for disabled access suggestions by HoDs.	CC and CBS	By Aug each year	Disabled access including ramps & electric doors in Speech Hall and CB Foyer. Lift in Main School to 1 st and 2 nd floor to boarding incl. Medical Centre.
	2. The disabled needs to be discussed with architects during review of masterplan and integrated into any future buildings planned for first stage.	CBS	November 2012	Discussions have taken place.
	3. New Health and Safety manual to be fully integrated with the current procedures and made known to all on site.	CC, WG and SK	April 2013 whole staff inset for launch to all	Manual complete. Organising program of INSET and Health and Safety committee for all to review changes.
	4. Site to be made safe at all times when contractors are on-site with special attention paid to pupil safety and ease of access for all on temporary pathways	CC	Feb 2012 and April 2012 for prep and senior school respectively	Completed and noted for future works
Medium Term	5. The steps to the staff room from the Rose Garden need to be reviewed in accordance with any landscaping plan after renovation of Speech Hall.	CBS	August 2013	The staff room step was opened Sept 2013 and ramp to Main School was improved with new handrail.
	6. Key pads to be reviewed and replaced with electronic versions for ease of access in a rolling programme	CC	August 2014	On rolling programme
	7. Gated entrance to Prep school grounds to be upgraded in landscaping and disabled entry considered	WG	August 2014	Some gates completed during August 13 New gate and some paving in hand.
Long Term	8. Enactment of the various elements of the Architects masterplan ensuring that disabled access and toilet facilities are improved at every step.	CBS	As and when money for development is available	Disabled toilet in Main School Admin area, CB Foyer and Speech Hall Library.

INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN SCHOOL CURRICULUM (1st April 2012 – 31st March 2015)

	Tasks	Lead	Timeframe	Comments
Short Term	<ol style="list-style-type: none"> 1. Ensure that Registrars and Medical Centre update relevant personnel with information from new pupils 2. Ensure that SENCOs and Medical staff keep staff abreast of any new development with existing girls, arranging relevant meetings. 3. Ensure that any necessary changes are completed following these meetings above. 	<p>WG and SK</p> <p>WG and SK</p> <p>WG and SK</p>	<p>Each April</p> <p>As and when</p> <p>As and when</p>	<p>Completed by July each year and updated on entry to the school.</p> <p>Prep School annually updated. Senior School on rolling programme.</p> <p>Follow up found in SHM/BHM minutes and Prep School/ Senior School staff meetings. E-mail/ letters in files.</p>
Medium Term	<ol style="list-style-type: none"> 4. Ensure inclusivity on all trips and extra-curricular outings. Documentation to detail provision on case by case basis. 5. Make Laptops and iPads available where necessary for use by pupils with Specific Learning Needs. 6. Ensure staff undergo any training relevant to pupil needs. 	<p>WG and SK</p> <p>HBT and FT</p>	<p>As and when</p> <p>Ongoing</p>	<p>This is fully enacted as and when.</p> <p>Started on this. Do have exam iPads. But only girls U2 – L5 now required to have their own iPads. Trial iPads. Funded iPads for bursary pupils.</p>
Long Term	<ol style="list-style-type: none"> 7. Consider use of iPads for Visually Impaired or Hearing Impaired students. 8. Be aware that audio tapes, large print or braille documents may be required to respond to need. 	<p>JD and Exams Officer</p>	<p>As and when</p>	<p>Now iPads for all.</p>

IMPROVE THE DELIVERY OF INFORMATION TO DISABLED PUPILS (1st April 2012 – 31st March 2015)

	Tasks	Lead	Timeframe	Comments
Short Term	<ol style="list-style-type: none"> 1. Arrange for documents including the prospectus to be provided to prospective parents of pupils who have a disability, in forms that meet that need, if so requested and it is reasonable to do so e.g. large font or on audio tape for visual impairment. 2. Ensure that staff provide relevant School documents for existing pupils that could be made available on request in large print format. 3. The School will continue to provide INSET for all teachers in order to support them in better communications with pupils with Special Learning Needs or disabilities. 	<p>WG and SK</p> <p>WG and SK</p> <p>WG and SK</p>		<p>Never been requested. Parents Evening in Prep School for Hearing Impaired parent in separate room. <i>Available rooms for hearing impaired staff. ??</i></p> <p>Large print available and iPad solves the problem.</p> <p>14/15 Senior School Inset on teaching pupils with special educational needs by Caroline Warren and Sophie Stone with follow-up in all departments of Senior School. Prep School updates in Focus meetings for Head of Academic meetings.</p>
Medium Term	<ol style="list-style-type: none"> 4. Continued use of ClarionCall as an alternative form of disseminating information to aid disabled parents. 5. Ensure all pupils can access information using specific IT equipment where necessary. 			<p>Now become main route for information</p> <p>Ongoing</p>
Long Term	<ol style="list-style-type: none"> 6. Continue collaboration with other schools via GSA or ISBA message boards. 	SMT		Currently do that