

This document is a statement of aims, principles and procedure for the staff of Saint Ronan's on the school's accessibility plan.

Approved by the Governing Body of Saint Ronan's - March 2025

INTRODUCTION

This plan is drawn up in accordance with the Equality Act 2010. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled students", issued by DFES in July 2002 and also the change to schools' duty to make reasonable adjustments for disability pupils (September 2012).

It follows on from the September 2021 - August 2024 Accessibility Plan and is effective for a three year period to the end of August 2027.

Saint Ronan's School is committed to treating its pupils and applicants fairly. According to the Equality Act 2010, we must take reasonable steps to ensure that disabled pupils and applicants are not put at a substantial disadvantage by comparison with pupils and applicants who are not disabled. Saint Ronan's School recognises that every child is unique and aims to ensure that each and every pupil can participate fully in the life of the school.

We have a duty to make reasonable adjustments for pupils and applicants who are disabled under the Equality Act 2010 when they are put at a substantial disadvantage compared with pupils and applicants who do not have disabilities. A pupil or applicant is disabled if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). In most cases, disabilities will have lasted or be likely to last for 12 months or more.

Saint Ronan's seeks to ensure that disabled pupils and applicants are not put at a substantial disadvantage by making reasonable adjustments:

1. to our policies, criteria and practices (ie the way we do things); and
2. by providing auxiliary aids and services (ie additional support or assistance).

There is no standard definition of an auxiliary aid or service. Examples include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers; and
- assistance with guiding.

We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the school.

KEY OBJECTIVE

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in the school community for students, and prospective students, with a disability.

Principles

- Compliance with the Equality Act is consistent with Saint Ronan's aims and equal opportunities policy, and the operation of Saint Ronan's SEND/Learning Support policy.
- The school recognises its duty placed on them as stipulated by the Equality Act:
 - not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled students less favourably
 - to take reasonable steps to avoid putting disabled students at a substantial disadvantage
- In performing their duties, governors and staff will have regard to the Code of Practice.
- Saint Ronan's recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- Saint Ronan's provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and

endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

HOW THE PLAN IS CONSTRUCTED

The School has a disability policy review committee which consists of the SENDCO (Lucy Taggart), the Head of Pre-Prep (Mrs Andrea Bright), the Bursar (Mr David Ansell), the Academic Deputy Head (Mr Dale Bright) and the Health Matron (Mrs Angela Bouchard) and may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

1. to review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEN and disability policy
4. to prepare the School's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis.

The School's disability policy review committee have been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

HOW THE PLAN IS REVIEWED AND MONITORED

The School's disability committee meets annually in the autumn term to frame recommendations for inclusion in the plan. These recommendations include input from the SMT and the document is then placed on the agenda for discussion at the autumn meeting of the Curriculum Committee of the Governing Body. The Chair of the Curriculum Committee in turns reports to the Full Board before the end of that Summer Term. The plan is then updated with adjusted time-frames where necessary.

The school's governors are ultimately responsible for ensuring the implementation of the Accessibility Plan during the period to which it relates. A new plan will be drawn up every three years.

The plan should be read in conjunction with the School's Admissions Policy and Special Educational Needs and Disability Policy.

MAKING REASONABLE ADJUSTMENTS

Saint Ronan's School prides itself on considering whether there is any adjustment it could make to overcome any substantial disadvantage suffered by a disabled applicant or pupil. However, we do not always think of all possible adjustments and we want to work with parents to think as creatively as possible about this matter.

Information and advice for parents

If your child is disabled and you believe that (s)he is being put at a substantial disadvantage compared with pupils without disabilities and there is an adjustment that we could make which would overcome this, you may write to the Headmaster setting out in full the adjustment and (if necessary) how the school could put this into practice.

In some cases, the school will be able to agree to and implement the requested adjustment as soon as possible. In other cases, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the pupil or applicant is suffering and what measures it is reasonable for the school to take. In these cases, the school may seek input from teachers, other experts (such as doctors and/or educational psychologists), you and the child in question.

When considering whether it would be reasonable to make the adjustment, the school will consider the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;

- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- whether it will be provided under a statement of special educational needs from the Local Authority;
- the school's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other pupils (and potential pupils).

You (or your child if the school believes (s)he has sufficient understanding of the nature of the request) may request that the existence or nature of your child's disability be treated as confidential by the school. We will take any such request into account when considering whether an adjustment is reasonable.

Once the school has determined whether the relevant adjustment is reasonable, we will write to you, setting out the decision and the reasons.

If you are not happy with the school's decision about the reasonableness of the adjustment, you may lodge a complaint using the school's Complaints Procedure.

ACTIVITIES TO SUPPORT ACCESSIBILITY FOR DISABLED PUPILS

a) Education & related activities

Saint Ronan's will continue to seek and follow the advice of Local Authority (LA) services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

Saint Ronan's will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

Saint Ronan's will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- school development plan
- SEND/Learning Support policy
- Equality and Inclusion Policy
- curriculum policies.

The plan is also available by e-mail, or in an enlarged print version, on request to the Headmaster.

At Saint Ronan's we are acutely aware of the need to facilitate access for all to its buildings, grounds and facilities. Consideration is given to the needs of pupils, parents and staff.

Unfortunately, a number of practical constraints render it impossible to offer unhindered access to all parts of the school.

MAIN HOUSE

The main house, which accommodates most of the administrative functions, boarding and the Prep School classes is grade 2* listed and cannot be modified to any significant degree.

Disabled access to the ground floor is available through the front door, and a ramp is available if necessary to assist access across the threshold.

The majority of the Prep School classes are on the first floor and the dormitory accommodation on the second floor can only be accessed by two staircases as no lift has been installed. Accordingly boarding cannot be offered to children unable to use stairs, nor can we employ boarding or cleaning staff unable to use stairs. Children can, if necessary, be taught in classes on the ground floor. The school's library is accessible to all on the ground floor.

The dining room and the changing rooms in the basement can be accessed by disabled pupils through the basement door. A ramp can, again, be provided if necessary.

HARRIS BUILDING

The Harris Building accommodates most Pre Prep classes and the Music department. Disabled access to the ground floor is available through the front and side doors and there is a lift which will take any disabled pupils up to the first floor. Disabled loos are also available.

MONKEY TOWN

Monkey Town consists of three purpose built Prep School classrooms. These were opened in January 2017 and are fully DDA compliant.

ELEPHANT HOUSE

The Elephant House consists of two computer rooms. These classrooms can be accessed by a wheelchair and have separate ground floor loos; the staff loo has disabled access and can be used for children.

FOUNDERS HALL

The Founder's Hall is the school's sports hall and was opened in June 2010. The rooms on the ground floor (loo, sports hall, sports store and Y3-8 girl' changing rooms) offer easy access for disabled children.

THE STABLE BLOCK

The Stable block accommodates the Nursery and Science Departments.

There are two nursery classes. The classroom on the ground floor can be accessed by disabled pupils; however, there is only a staircase up to the top floor where the second nursery classrooms are. There are no disabled loos.

The science laboratories can be accessed by disabled pupils, apart from one on the first floor.

Powerhouse

This provides facilities for Art, Design Technology, IT and a further three classrooms. Consideration of Part M of the Building Regulations was made and there is wheelchair access, by ramp, to the ground floor and by lift to the first. The building contains four further loos all disability rated.

GARDENS & GROUNDS

The majority of the grounds are wheelchair accessible, although pathways in some areas are rather uneven. There are a number of small flights of steps in the gardens, but these can be circumvented.

VEHICLES

None of the schools' vehicles have any special facilities for physically disabled pupils but, if required, the school will purchase as and when the need arises. The auto step on the buses is to aid mobility.

Improving access to the physical environment

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Medium Term	To provide accessible loo facilities for disabled pupils and visitors. <i>The existing loos can just about take a wheelchair.</i>	Build (or adapt an existing loo) to create a new disabled loo where possible.	Three years	DA	Mindful of this moving forward but constrained due to building listing and

					maintaining existing ratios. There are indeed facilities but not in the main building but all other buildings have at least one disabled loo so there is adequate site provision.
Long Term	<p>To provide better access to swimming facilities.</p> <p>To provide easily accessible and additional music practice rooms as well as a NPP Library and purpose built learning support rooms.</p>	<p>To build an indoor swimming pool with changing rooms.</p> <p>Complete Phase 2 of the Harris Building.</p>	<p>Ten years</p> <p>Four years</p>	<p>DA</p> <p>DA</p>	<p>This remains an aspiration but the current political and financial climates have made this a tough prospect.</p> <p>Phase 2 of the Harris Building due to start by the end of 2026.</p>

Improving access to the curriculum

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	To ensure all staff are aware of pupil's disabilities.	LT to ensure all information is given to staff for supporting children in class (with different aids, teaching styles and resources) and circulating this termly or as and when an update is necessary. The provision map outlining an overview of all difficulties and class recommendations on isams need to be kept updated and readily accessible for all staff.	One year/ongoing	LT	All staff have read the whole school provision map and downloaded class recommendations so they are aware of how best to support children in the classroom. Isams allows for easy access to class recommendations.
Ongoing	To ensure all staff have access to the additional resources needed to support children who require them (eg overlays, mov'n'sit cushions, sloping boards, pencil	LT to purchase appropriate equipment/resources for the teachers when they request them. LT to circulate class recommendations at the beginning of each	Ongoing	LT	

	<p>grips, fidget balls, reading rulers etc.)</p> <p>To ensure all staff are aware of the support children need within the classroom (eg rest breaks, seating arrangements, handouts to replace copying from the board etc.)</p> <p>To encourage and support children when they are using laptops in class.</p>	<p>new academic year or as and when they need to be updated.</p> <p>LT to provide a list of pupils who should be using a laptop in class and for staff to ensure they are encouraging the pupils to use their laptop and supporting/guiding them when necessary.</p>	Ongoing	LT	
	<p>Use assistive technology in 1-1 lessons and in the classroom if needed.</p>	<p>If the need arises, encourage the use of assistive technology in class. Not yet for exams as secondary schools not currently allowing for CE.</p>	One year	LT	<p>Staff and Learning Support teachers working together to support the use of laptops in class. BC/SO check all laptops when they are brought into school and explains the policy to children. To investigate introducing touch typing classes for practice within the school week.</p> <p>LT to continue to liaise with</p>

	<p>Tee Aitken to support in the pre-prep as Pre-Prep SENCO.</p> <p>TAs to support in the pre-prep.</p>	<p>TA to monitor all SEND provision in the Pre-Prep with continuous liaison with AB. TA will help TAs to support children with additional needs.</p>	Ongoing	LT/LS teachers	<p>senior schools re the possibility of using assistive technology for CE exams. Increase its usage if and when the need arises.</p>
			On-going	LT	<p>Ongoing support from Tee Aiken in the form of groups and 1-1 lessons, as well as helping Tas and teaching staff with recommendations.</p>
	<p>To ensure all staff have access to the children's educational psychologist reports, specialist teacher report and paediatrician reports and an overview and recommendations for the classroom are written.</p>	<p>All external reports to be saved on the individual's pupil page on isams, along with an overview and recommendations for the classroom (the latter emailed to all staff soon after a child is assessed.)</p>	One year/ongoing	LT	<p>Staff are informed about all children's disabilities and feel that the information is helpful in supporting all children with</p>
	<p>To facilitate children with severe difficulties (or EAL) by accommodating an appropriate 1-1 support teacher</p>	<p>LT/AB to find appropriate teachers to work alongside children who need 1-1 support in the classroom. LT/AB to monitor the support</p>			

	<p>working alongside them in certain lessons (funded by parents).</p> <p>Assess suitability of exam timings, location of rooms, staffing, groupings, presentation/layout of assessment materials.</p>	<p>and ensure it is working for the child and staff.</p> <p>LT to keep the exam concession list up-to-date after every external assessment and make sure that there is sufficient and appropriate cover for all children needing support. LT to continue to liaise with TS to ensure all children's exam concessions are being catered for appropriately, including different coloured paper, enlarged font etc.</p>	<p>One year/ongoing</p>	<p>LT/TS/DB</p>	<p>disabilities in the classroom.</p> <p>1-1 support teachers are working effectively within the classroom environment and supporting the individuals successfully.</p>
	<p>Plan out-of-school activities to ensure participation of the whole range of pupils.</p>	<p>Visit and discuss arrangements at the places of visit.</p>	<p>One year/ongoing</p>	<p>LT/RVS</p> <p>AS</p>	<p>All support is in place for children who require it for exams: scribe, reader and extra time and specially adapted material if necessary.</p>
	<p>Continue to monitor extra-curricular provision for those with disabilities.</p>	<p>Continue to audit the take up of activities/extras by those with disabilities and discuss if this can be improved.</p>	<p>One year/ongoing</p>	<p>LT/JL</p> <p>LT/LS teachers</p>	<p>All children are able to attend the</p>

	<p>Offer/provide training opportunities for LS teachers.</p> <p>To investigate new schemes and test recommended by external specialists to support children in accessing the curriculum.</p>	<p>If requested or felt necessary liaise with JL about options.</p> <p>LT and LS teachers to identify possible literacy or numeracy schemes and tests and to look into the possibility of using them within school.</p>	One year	<p>majority of school trips.</p> <p>There is sufficient choice of extras for all children to be able to participate weekly.</p> <p>Something to investigate and offer for raised confidence and awareness of SEND.</p> <p>LT has carried out cogmed training, lexia core 5 training and two LS teachers trialled using Units of Sound training (found to be inappropriate). LT is carrying out her assessor's course so is</p>
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					<p>becoming more familiar with up-to-date tests and will introduce these to LS teachers for use in the summer term 2025. To continue to ensure we are up-to-date with new resources available and to implement them within school if it is thought beneficial.</p>
Medium Term	<p>Ensure TAs have access to specific training on disability issues. Tee A to support the TAs in the pre-prep school in supporting the children with learning and social difficulties.</p>	<p>Use staff audit to identify TA training needs and inform Professional Development process.</p>	<p>Three years</p>	<p>LT/TA/AB</p> <p>LT/LS teachers</p>	<p>Raised confidence of TAs for differentiation and increased pupils' participation. TAs being aware of how to support disabled children in the classroom. AB to investigate</p>

	Offer/provide training opportunities for LS teachers.	If felt necessary or requested, ask JL.	Three years		training for TAs.
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Improving access to information

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	<p>To provide individual children with coloured coded visual timetables as and when the need arises.</p> <p>Improve availability of written material in alternative formats & using different coloured backgrounds on whiteboards as well as overlays.</p>	<p>Form tutor/LT to create a suitable timetable for children who need it presented in a different format.</p> <p>School aware of services for converting written information into alternative formats</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Form tutor/LT/AB</p> <p>IT DEPT.</p>	<p>Children are able to read their timetables easily and locate their lessons on time.</p> <p>School able to deliver information to all pupils with disabilities – adaptive</p>

	<p>Pupil planners are provided for recording information needed for the week ahead (prep, trip information).</p> <p>To ensure all information is up-to-date on the school website.</p> <p>To review information to parents/carers to ensure it is accessible.</p>	<p>Form tutors/subject teachers to support children in ensuring they have written the correct information in their pupil planner.</p> <p>IT to keep all information (team sheets, trip information etc) up-to-date so parents can readily access it.</p> <p>Ask parents/carers about access needs when child is admitted to school. Alternative means of accessing information</p>	<p>One year/ongoing</p> <p>One year</p> <p>One year</p>	<p>Form tutors/subject teachers</p> <p>IT DEPT.</p> <p>AS/IT DEPT.</p>	<p>materials in place when necessary (sloping desk, coloured overlays, mov 'n' sit cushion, enlarged font etc)</p> <p>Children feel informed re prep and other information.</p> <p>All parents feel fully informed re school events and/or school information so parents are able to support their children.</p> <p>SOCS system very effective for sports/fixtures.</p>
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		for parents/carers investigated			All parents/carers getting information in format that they can access eg. Large print etc.
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Person responsible: LT

Implementation date: April 2003

Reviewed: April 2004, August 2007

Reviewed: August 2010, August 2013

Reviewed: March 2016

Reviewed Sept 2017

Reviewed April 2018

Reviewed April 2019, September 2019 and September 2021

Reviewed September 2024 and January 2025