



WESTMINSTER UNDER SCHOOL

Accessibility Policy

References:

A. Policy on Admissions

B. Policy on Special Education Needs

1. The Special Educational Needs and Disabilities Act 2001 laid down a duty for schools to plan progressively the increase of accessibility to schools for pupils with disabilities. This duty commenced in September 2002.
2. Part 4 of the Disability Discrimination Act (DDA) 1995, and the requirement for schools to have an Access Strategy in place, came into force in April 2003. From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply. Essentially this places on schools specific duties:
 - a. Not to discriminate against, or treat less favourably, pupils and prospective pupils with disabilities in the provision of education and associated services in schools.
 - b. Not to discriminate in respect of admissions and exclusions specifically.
3. The Act places emphasis on making 'reasonable adjustments' and having plans in place to deal with short and long term issues relating to school adaptations. There is no statutory requirement to incur significant additional expenditure to meet these new duties, either in capital or revenue terms, but the School is expected to use their existing resources. Under the legislation the School is also not required to remove or alter physical features.

OBJECTIVE

4. The Governing Body recognises its responsibility under the Equality Act 2010 which prevents discrimination against disabled people in their access to education. Westminster Under School is committed to providing a full curriculum to as many pupils as possible and aims to enable all young people to achieve their full potential, academically, emotionally, physically and spiritually. The School will explore all methods of providing and improving access to its buildings for people with limited mobility, while respecting the historic integrity and quality of those buildings. Where physical access remains difficult or impossible the School will look at introducing alternative forms of interpretation in order to extend access as far as practicable. Interpretative resources will also be used to meet the needs of pupils and visitors with cognitive and sensory impairments.

Key Personnel and Contact Details

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INTRODUCTION

5. Westminster Under School (the School), is a vibrant, intellectual, selective school based in the heart of London. It aims to provide an environment in which all boys are able to reach their full potential both academically and pastorally. The School embraces its duty¹ to provide such an environment, and the principle aim of this policy is to ensure that appropriate responses are made to meet the needs of those with disabilities or differences that require physical alterations to the fabric of the School.
6. Provision made for those Boys with Special Educational Needs (SEN) is outlined in full in the Schools 'SEN Policy'²

ADMISSIONS ARRANGEMENTS

7. Every boy who applies to join the School or joins the School is important to us and no specific disability will be a barrier to admission. Reasonable adjustments are made in the entrance procedures for pupils who have disabilities.

PHYSICAL ACCESS

8. The School is committed to improving the physical access to the site for those who use the School facilities. We regularly review and take steps to improve the physical environment of the School in order to increase the extent to which disabled boys are able to take advantage of the education and associated services offered by the school. Where a boy with a physical disability joins the School reasonable adjustments alongside existing features put into place post-2010 will be used to insure equal access to educational spaces.
9. Arrangements for providing access to Boys with a disability
 - a. At Westminster under School no boy will be treated less favourably than any other pupil for a reason that relates to his disability. The School will make all reasonable adjustments in order to allow all pupils to maximise their learning opportunities.
 - b. Current Provisions to improve accessibility:
 - 1) When necessary the training of staff to increase awareness of the issues around individuals, such as:
 - i. A pupil with severe physical disabilities
 - ii. The impact of severe epilepsy on a pupil
 - 2) Where appropriate room changes will be made in certain subjects to allow easier accessibility to lessons.
 - 3) The School regularly monitors the physical accessibility of classrooms and has made adaptations accordingly, such as the provision of a lift within the the side entrance to Adrian House.
 - 4) All individual needs (medical and learning) are flagged on the School database so that teachers can easily access the needs of pupils. This includes the provision of Individual Learning Support Profiles, as well as supporting information on specific learning differences and further support strategies.
 - 5) There is a clear process for staff to raise concerns about individuals.

¹ 'SEN Code of Practice' (2014), 'The Equalities Act' (2010), 'Disability Discrimination Act' (1995)

² 'Westminster Under School SEN Policy' updated Oct 2016

- 6) The School arranges for information to be put into electronic format for a print disabled pupil.
- 7) Access arrangements will be considered within the classroom as a Boys normal way of working as well as in all internal school examinations as well as external examinations.
- 8) Although many of these Boys will choose to wear coloured lenses, boys with visual stress (Irlen's Syndrome) will have access to coloured overlays and as much work as possible is printed on coloured paper. This arrangement is also made for all internal and external examinations.
- 9) Appropriate seating arrangements will be made in class for certain individuals, such as pupils with a hearing impairment.

Accessibility Report – Fabric of the Building

Ref	Area	Action to be taken	Status
	Classrooms optimally organised for disabled pupils	<p>Classrooms used by disabled pupils may need extra space assigned to that pupil. Classrooms are large enough to comfortably hold twenty pupils but it will be necessary to plan to locate any teacher or child with a physical disability requiring a wheelchair, in one of the larger classrooms.</p> <p>Timetable music in the hall for class if access to the basement too difficult</p> <p>For any child with visual difficulties, a common measure would be to sit that child near the front of any classroom.</p> <p>For hearing difficulties, some form of amplification system that could follow the pupil around the school -such as a portable amplifier linked to a microphone held by the teacher -is preferable to a room based solution because we have so many rooms on site.</p>	<p>No wheelchair in use currently.</p> <p>If required.</p> <p>Already in action – remind staff each term as required.</p> <p>Acquire if required.</p>
	Differentiation of the curriculum	<p>The SENCO liaises with outside agencies and the teachers to ensure that the needs of any child with special requirements can be accommodated and provides a mechanism for feedback from teachers and parents to</p>	<p>Already in action - completed as required.</p>

		<p>ensure that issues arising can be dealt with as they arise.</p> <p>SENCO actively briefs teachers on special needs of pupils via attendance at weekly teacher briefing sessions and written reports from teachers.</p> <p>For disabilities such as Dyslexia, Dyspraxia and other forms of learning difficulties, the school's SENCO liaises with Educational Psychologists</p>	<p>Continue practice.</p> <p>Feedback to staff each half-term</p>
	School Visits	Where a child has a disability, every attempt will be made to include them in whatever activity is being planned.	Risk assessment for each trip and visit to site.
	Computer Access	Ensure IT suite is available to pupils with disabilities.	For a pupil with visual impairment, a larger keyboard with yellow letters on keys would be purchased if required.
	Visual Impairment Adjustment	Signs erected are readable by visually impaired pupils. Pupils will have the option to sit at the front of classes. Study skills coordinator will assess and provide for individual need regarding reprographics	<p>Under review</p> <p>Already in action</p> <p>Staff training as required from co-ordinator.</p>
	Deafness adjustment	Fire alarm systems should consider visual as well as audible alarms, to cater for the needs of someone with a hearing impediment.	Review by Health & Safety 2011
	Physical Impairments	School is well catered for with lift access and chair lift. Handrails to be added internally as necessary	Annual H & S Review
	Medical Conditions	Staff have regular training on Epipens and on how to cope with epilepsy, diabetes etc.	Three yearly First Aid training for all staff members.
	Physical Adaptation	Training will be arranged for staff to enable them to learn how they may assist in reducing the impact of various disabilities as appropriate.	Study skills coordinator speaks to staff each term about provision for left handed pupils.

	Alternative formats	Consideration must be given to adopting good print guidelines. (e.g. font size, type, colour, etc). ICT should be investigated to see what alternative formats are feasible.	ICT will consider what alternative formats are feasible.
	Seating along footpaths in Vincent Square	New picnic tables required for playground	Installed
	Signage	Ensure signage easy to read and well lit	Bursar to explore improvement with visibility and lighting.
	Door entry system	Ensure door locking devices are at correct height.	Locks will be lowered as new doors are fitted.
	Ease of entrance	Ensure each building has one entry route without significant steps. Order adjustable ramps if needed.	In place.
	Reception	Provide space for a wheelchair	Already in place in Adrian House. And George House
	Corridors	Provide extra handrails where required	To be done as required.
	Security keypads	Ensure keypads are installed at suitable heights	Already in place
	Accessibility to lavatories	Install facilities for wheelchairs during refurbishments	Already Available in George House
	Heights and sizes	Ensure towel holders and hand-driers are at an appropriate height	Already in place
	Grab rails	Fit grab rails where need arises for specific individuals	If required
	Slip resistant surfaces	Look to provide these during refurbishments.	Already in place
	Seating	Provide range of heights	Available by redistributing furniture as necessary
	Desks	Provide range of heights	Available by redistributing furniture as necessary
	Windows	Ensure blinds operating	H & S Review

WESTMINSTER UNDER SCHOOL BUILDINGS			
Requirement	Access Now	Identified Location	Work needed
Adrian House	Yes		Access to the Music Department in the basement could be difficult for the physically impaired. A lift from road level to the basement is an option which will be considered if needed. In addition, moving music lessons to more accessible rooms for pupils concerned is also an option.
George House			The building is fully compliant with the needs of any pupil with a physical disability.
Pavilion	Partial.		See below under Great School buildings.
St Stephen's, Rochester Row	Yes		Note: not in School ownership

Full description of each Great School building used by Westminster Under School:

Ser	Building	Description	Requirement	Priority
(a)	(b)	(c)	(d)	(e)
1.	Manoukian Music Centre	This is a converted building on 3 levels including the basement. The building is DDA compliant with lifts to all areas. Disabled toilet facilities are available in the basement.	None at present	N/A
2.	Millicent Fawcett Hall	This is a converted small theatre used constantly for daily drama lessons and regular stage productions. There is a passenger lift to all floors and level access from the street entrance. Disabled toilet facilities are available.	None at present.	N/A