



ABINGDON

Abingdon Foundation

Special Educational needs, Disability Policy and Accessibility Plan

A. Admissions and Special Needs

Abingdon Schools are academically selective. We welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of our Schools. Treating every child as an individual is important to us, and we welcome pupils with special educational needs, providing their needs can be met by the making of reasonable adjustment.

We advise parents of children with special educational needs to discuss their child's requirements with the Schools before their child sits our entrance exam so that we can make appropriate access arrangements. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other access arrangements.

On Entry

Pupils. Each pupil with a special educational need requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before he becomes a pupil at the school. The schools are aware of their duties to respond to the recommendations in a Statement of SEN that a child may hold and undertake to seek specialist advice from the appropriate LEA service in advance of the boy arriving at the relevant school.

Our Learning Support Department is staffed by fully qualified specialists, who are able to support each pupil with a special educational need and make every effort to ensure that all teachers are informed of each pupil's needs.

Confidentiality requests will be respected, though this may limit the extent of adjustments that can be made to accommodate a pupil.

Monitoring and Review

We arrange for pupils with identified or suspected SEN to be assessed by a specialist so that we can identify the areas that require support. We offer specialist one to one lessons and help with study skills outside the normal curriculum. We work closely with the child and his parents and to help him to overcome the barriers that his difficulties present.

Our Learning Support Department will prepare an Individual Education Plan for each child with a statement of SEN setting achievable targets. The child, together with his parents and teachers will review the plan regularly, and the child will be encouraged to take ownership of it and to set his own targets.

At Abingdon Preparatory School we are able, depending on need, to arrange for children to use laptop computers in classes.

English as a Second Language

In order to cope with the high academic and social demands of the school, pupils must be fluent English speakers. We may recommend that some children, whose first language at home is not English, receive individual tuition in English as an additional language.

Staff Training

Abingdon School endeavours to arrange INSET to address the SEN of our current pupils. Staff would be given training prior to working with disabled pupils appropriate to the specific needs of those pupils. Our teaching staff receive training on the learning needs of pupils with special education needs and disabilities.

The School will arrange, where possible and reasonable, additional training where required in respect of the very specific needs of one particular pupil.

Charging Policy

At Abingdon School individual tuition on English as an additional language is charged as an extra. Specialist individual learning support lessons are charged after the first six. Parents are expected to arrange for professional external assessment of SEN, with advice from the Learning Support Department. The parents of the pupil are expected to cover the costs of the assessment.

At Abingdon Preparatory School Specialist learning support assessments and lessons are charged as extras as well as individual tuition in English as an additional language.

B. Physical Accessibility

Our plan covers:

- Increasing access for disabled people to the school curriculum.
- Improving access to the physical environment of schools.
- Improving the delivery of written information to disabled pupils.

The school's policy is not to discriminate against disabled pupils or staff. The policy is designed to treat all pupils and staff, regardless of their disability, fairly and equally. All pupils and staff are made aware that disabled people have the same rights and aspirations as able bodied people.

Admission to Abingdon School (the School) depends upon a prospective pupil meeting the criteria required to maintain and, if possible to improve, the educational and general standards for all our pupils commensurate with the ethos to which the School aspires. The School 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 chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at the School.

The School'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.

The Schools ask parents to advise them of any disability in respect of a prospective pupil at the time of application. In assessing any pupil or prospective pupil the School may take such advice and require such assessments as it regards as appropriate. Subject to this, the School will be sensitive to any requests for confidentiality.

One of the obvious problems which the Schools have (in common with many other schools) is their lay-outs which cover a wide area and consists of many separate and listed buildings of several storeys and without lifts, which have grown up since the Schools were founded. Another is the system, again common to many Schools, of having fixed classrooms for each subject, based on the valid ground of having all the facilities for one subject in one place. This requires pupils to go from classroom to classroom, often up steps or stairs in buildings without lifts.

The boarding facilities at Abingdon School pose similar problems in a greater degree. It is not hard to conclude that any pupil with impaired mobility is going to be put at a disadvantage by these problems, if not prohibited altogether from access to some or all of the educational and other facilities the School offers. Nor can these matters be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features of the School at prohibitive cost. Even the fruition of long-term plans can only go some way to ameliorate the position.

The Schools also have limited funds available and as such must consider the requirements of the whole School and its future development.

The Schools review its Disability Policy via the Senior Leadership Team (SLT). The SLT's terms of reference are:

- i. to review the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled;
- ii. to make recommendations with a view to improving the accessibility of its education in its many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future and to prepare this Disability Policy;
- iii. to prepare the School's Disability Policy;
- iv. to prepare the School's Accessibility Plan;
- v. to review such plans and policies as necessary and at least every 3 years.

The following areas have been considered in detail by SLT with the results set out below:

1. Admissions

SLT has reviewed the School's admissions literature, policy, examinations and procedures (including access to scholarships and bursaries) and has introduced a form (to be treated as confidential if the applicant or parents require) giving the school details of the nature and effect of any disability so as to enable it to consider any adjustments it might need to make.

The school is committed to finding ways to allow all pupils to achieve their best in its selection procedures. Abingdon School currently arranges for boys to undertake entrance exams on laptops and we have enlarged papers, on request, and could do audio as a reasonable adjustment on request. Abingdon Preparatory School are looking at the possibility of allowing entrance tests to be done on computer/laptop and making available audio and large print versions of such tests. SLT will also look at the possibility of making prospectuses and other literature available in audio and large print versions.

2. Physical lay-out of the School and its boarding facilities

SLT has considered these areas and identified the following problems:

On each site there are sufficient numbers of classrooms that would in the main be accessible to non ambulant and semi ambulant pupils. Teaching of disabled pupils would be conducted in accessible areas. To extend the range of these classrooms further ramps and hand rails will be installed as part of the ongoing works programme.

3. List of accessible areas

Abingdon Preparatory School

- Via Grey doors via a tarmacked ramp (installed 2009) giving access to: reception, disabled toilet, staff room, CDT and 2 classrooms, dining room, kitchens, Registrar's Office, Head's Office
- Via French Classroom to 2 classrooms, swimming pool and Science classroom and library
- Via end of School to Sports Hall
- After School Club/Drama Studio

Abingdon School.

- Classrooms on ground floor of Big School (not B15) and Little School
- Disabled toilet (installed 2009)
- Health Centre – main area Dining hall, Kitchens and Avernus meeting room
- Sports Centre (includes pool spectator, but not user)
- Music prep rooms
- Amey Hall Foyer, viewing area of Amey Hall, Arts and Drama, and Music
- Mercers Court classrooms and L6 and U6 day rooms
- Warehouse ground floor CDT Classroom
- Biology, Physics and Chemistry laboratories
- Webb and Boyd's Houseroms

The above allows teaching of all subjects, other than modern languages, which would need to be partially relocated. This could occur at short notice.

Abingdon School - Boarding Houses

Access to School House is not simply remedied. Boarding provision in Cobban House could be allowed with the following works:

- Introduce hard standing path from driveway to ground floor bedroom
- Install ramp to the height of the door
- Install acceptable new doors to bedroom
- Introduce toilet and washing facilities to accommodate disabled use
- Ensure remaining ground floor doors to kitchen, rec room and games room are adequate.
- Introduce safe management practices for the evacuation from this building.

Abingdon Preparatory School - Areas Currently not accessible

- Classrooms on first and second floors (teaching to be undertaken in accessible classrooms)
- Art room (to be taught on ground floor)
- Sports Hall and changing rooms
- Library

4. Education

SLT has considered:

- The problems of physical access caused by the fixed classroom system.
- The difficulties of “access” to the education generally for specified types of disability: [e.g., sight- or hearing-impaired, dyslexia, etc.]
- The Foundation is committed to helping children with SEN. Access arrangements, for school and external examinations, are put in place in line with the recommendations made as a result of an educational psychologist assessment. All teaching staff has regular INSET on teaching strategies for these pupils and they are all monitored regularly.
- SLT has considered and will implement specific training for staff in dealing with visually or hearing impaired pupils. This will include the provision of material (already available to able bodied pupils) in alternative forms such as audio or large print.
- Subjects requiring special consideration such as science (where there are safety implications) have been considered and SLT is prepared to look at the possibility of extra staff support if appropriate and cost effective.

5. Sporting Education and Activities

SLT has considered: The difficulties of “access” to education generally for specified types of disability:

Facilities

Abingdon School - All areas of the Sports Centre are accessible. A safe management practice for evacuation needs to be adopted in the Sports Centre Fire procedures. This will be looked into in Autumn 2010.

Abingdon Preparatory School - The Sports Hall and Assembly Hall are accessible.

Although entrance to the swimming pool at Abingdon School is accessible a pool lift would need to be installed for use, rather than viewing.

The pavilion changing facilities could be accessed by a long ramp which would be intrusive.

This would need to be considered in the long term.

Equipment

The use of low impact balls in tennis would be made available.

Pupils

Pupils could be grouped by ability but this would require extra staffing. Staff need to be made aware of the need for differentiation within lessons in order to cater for all abilities. Adaptations could be made to practices to include pupils with limited mobility.

Expeditions

The school will look at ways to make its commitment to outdoor education more accessible and to this end specialist staff would undergo specific training. So far no pupil has failed to attend an expedition because of a disability although they may have participated in alternative activities.

Amey Theatre.

This is widely used by the public and disabled visitors can attend public events. No prior notice may be given. A safe management practice procedure is to be introduced in Autumn 2010, identifying one of the stewards to be responsible for the safe evacuation of a disabled visitor.

6. Welfare

SLT has considered:

The difficulties which might arise for specified types of disability:

[e.g. bullying, non-integration, physical and mental welfare, health, others identified]

The school takes great care to provide a safe, caring environment for all its pupils and staff and to safeguard and promote pupils' health. A disability list is compiled and regularly updated. This list is available to house and teaching staff. At Abingdon School registered general nurses are available during normal school hours. The Health Matters/Medicines Policy refers in detail to day to day health care and management of common disabilities. Close cooperation has developed between the School medical centre and parents and other health professionals. Helpline numbers are available on the notice boards in the medical centre and in all houses. At Abingdon Preparatory School First Aid trained staff are available during normal school hours.

The Foundation has an excellent pastoral care system based on tutors and house staff. There is also a school chaplain (at Abingdon School only) and a school counsellor. At Abingdon School some fifth year boys are selected and trained as Lower School assistants to provide support and advice to first and second years. All staff in the Foundation are regularly trained in child protection issues and the school has a designated child protection officer and a designated governor who is responsible for child protection issues.

7. Awareness and Observance of the Policy

SLT has considered the existing machinery in the School for ensuring awareness and observance of the policy:

SLT has decided that the Bursar will ensure, with the help of others, that the policy will be regularly updated and that plans will be carried out as soon as reasonably possible in order to ensure that accessibility is increased for disabled pupils and staff.

C. Accessibility Plan - three Years 2009/10, 2011/12, 2012/13

(Commentary on achievements in blue brackets after each item)

(a) the extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum;

At Abingdon School

2009/10

- Continuing INSET for staff on strategies to enable them to differentiate appropriately for disabled and LDD pupils. This is achieved by giving the Head of Learning Support time at staff meetings as well as other opportunities to communicate with staff. (Target achieved, but also ongoing)
- Improving the amount and nature of information given to teachers on disabled and LDD pupils, for example via the updated Learning Support List and information contained in Schola , the school's database. (Achieved but also ongoing)
- Encouraging Learning Support staff to complete their own INSET so as to be up to date with current thinking and best practice. (Achieved but also ongoing)
- Ensuring that appropriate arrangements are made for disabled and LDD pupils to complete assignments and controlled conditions work according to their particular needs. (Achieved, but will continue to be monitored)

2010/11

- Seeking advice from the LEA and other support services on best practice for enabling disabled and LDD pupils to access the curriculum. (To be done)
- Considering the ways in which the reorganisation of the timetable and structure of the week (planned for September 2011) will be beneficial for disabled and LDD pupils, for example by reducing travelling time around the campus. (Done)
- Drawing up a new laptop policy, in line with current guidance from Exam Boards, to enable pupils whose usual practice it is to use a computer to take exams using a computer without the need for an EP report (Discussed with Head of Learning Support & Exams Office. DHA is drawing up policy)

2011/12

- Giving Learning Support staff time to observe lessons and activities so as to monitor more effectively ways in which staff are differentiating for disabled and LDD pupils.
- Continuing to encourage all departments of the school to consider the needs of disabled and LDD pupils as they develop their curricula and departmental handbooks.
- Inviting specialists on specific difficulties to deliver INSET (e.g. plan for Asperger's Syndrome expert in Sep 2011)

At Abingdon Preparatory School

2009/10

- Continuing INSET for staff on strategies to enable them to differentiate appropriately for disabled and LDD pupils. This is achieved by giving the Head of Learning Support time at staff meetings as well as other opportunities to communicate with staff. (Target achieved, but also ongoing)
- Improving the amount and nature of information given to teachers on disabled and LDD pupils, for example via the updated Learning Support List and information contained in PASS , the school's database. (Achieved but also ongoing)
- Encouraging Learning Support staff to complete their own INSET so as to be up to date with current thinking and best practice. (Achieved but also ongoing)

- Ensuring that appropriate arrangements are made for disabled and LDD pupils to complete assignments and controlled conditions work according to their particular needs. (Achieved, but will continue to be monitored)

2010/11

- Seeking advice from the LEA and other support services on best practice for enabling disabled and LDD pupils to access the curriculum. (To be done)
- Drawing up a new netbook policy, in line with current guidance from Exam Boards, to enable pupils whose usual practice it is to use a computer to take exams using a computer without the need for an EP report (Discussed with Head of Learning Support.)

2011/12

- Giving Learning Support staff time to observe lessons and activities so as to monitor more effectively ways in which staff are differentiating for disabled and LDD pupils.
- Continuing to encourage all departments of the school to consider the needs of disabled and LDD pupils as they develop their curricula and departmental handbooks.
- Inviting specialists on specific difficulties to deliver INSET (e.g. Asperger's Syndrome expert in January 2012 - done)

(b) making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled;

At Abingdon School

2009/10

- Considering the provision of alternative means of communication for disabled pupils, such as brail books and audio versions of texts. (Discussed)
- Considering the ways in which written documents could be made more accessible, for example by varying colour and print size. (Discussed)
- Ensuring that the school's website has 'accessibility' features, for example, to enlarge the text. (Done)

2010/11

- Seeking advice from the LEA and other support services on best practice for enabling disabled and LDD pupils to access written material. (to be done)
- Continuing to train teachers in methods of alternative delivery, for example by talking through handouts/information on whiteboards. (done but also ongoing as part of INSET)
- Exploring the ways in which written texts can be delivered electronically via, for example, computers with 'Accessibility' applications that will read electronic text aloud. (Partially done)
- Ensuring that the school's ICT provision is sufficient to allow disabled pupils to take advantage of the accessibility applications during lesson times. (Done – wide provision of ICT facilities throughout the school and availability of laptops)
- Changing the school's 'House' font from Perpetua to Helvetica Neue, which is easier to read. (Done)

2011/12

- Exploring ways in which the school's Study Site and Website could be utilised for the provision of material, for example through downloadable podcasts of information.
- Continuing to train teachers in the variety of options that exist for alternative delivery of written material, especially on computers.

At Abingdon Preparatory School

2009/10

- Considering the provision of alternative means of communication for disabled pupils, such as braille books and audio versions of texts. (Discussed)
- Devised ways in which written documents could be made more accessible, for example by varying colour and print size and Braille machine.
- Ensuring that the school's website has 'accessibility' features, for example, to enlarge the text. (Done)

2010/11

- Seeking advice from the LEA and other support services on best practice for enabling disabled and LDD pupils to access written material. (to be done)
- Continuing to train teachers in methods of alternative delivery, for example by talking through handouts/information on whiteboards. (done but also ongoing as part of INSET)
- Exploring the ways in which written texts can be delivered electronically via, for example, computers with 'Accessibility' applications that will read electronic text aloud. (Partially done)
- Ensuring that the school's ICT provision is sufficient to allow disabled pupils to take advantage of the accessibility applications during lesson times. (Done – wide provision of ICT facilities throughout the school and availability of netbooks)
- Changing the school's 'House' font from Perpetua to Helvetica Neue, which is easier to read. (In Progress)

2011/12

Exploring ways in which the school's Study Site and Website could be utilised for the provision of material, for example through downloadable podcasts of information.

Continuing to train teachers in the variety of options that exist for alternative delivery of written material, especially on computers

(c) proposed developments in physical access to education and associated services.

At Abingdon School

2009/10

- Install Handrails to Tower steps (completed)
- Allow Disabled access to temporary Science facilities (Completed summer 2010)
- Obtain Evac mats for all buildings with lifts (installed at each stairwell in Arts and Sports Centres.)

2010/11

- Cost the "Access to Boarding" works at Cobban House (costing completed)

2011-2012

Apply for finance to implement next stage of disability access around both schools

- Abingdon School provide permanent ramp or identify and cost suitable temporary ramps for Science main entrance to provide access to Labs 22,23,24,25
- Identify and cost ramps to provide access to Main School and Southwell Saunders Houseroom
- Identify supplier and cost of evacuation mats for Mercers Court
- Apply for financial approval for conversion of Cobban bedroom to enable disabled access

2012-2013

- Cost provision of wheelchair suitable path to Learning Support in Whitefields Coach House and Whitefields main house .
- Cost conversion of ground floor flat to disabled access and living.

At Abingdon Preparatory School

2009/10

- Install Handrails Install Disabled toilet (completed)
- Where change of level exists, highlight step edges (undertaken outside Library)
- Provide access to main school (access ramp installed 2009)
- Install Disabled Parking signage at Visitors Car Park (completed)

2010/11

- Identify areas where ramps can be installed to provide greater access (completed).
- In New Year 2011 undertake site wide tour to identify further works (completed see Appendix 1.)
- Where change of level exists, highlight step edges (Undertaken).

2011/12

- Provide permanent ramps or identify and cost suitable temporary ramps for courtyard to open access to Science and library, to corridor leading to Year 2 and Reception, and to playground by Dining Hall.

2012/13

- Cost installation of ramp to provide access to Sports Hall.




Bursar – March 2012

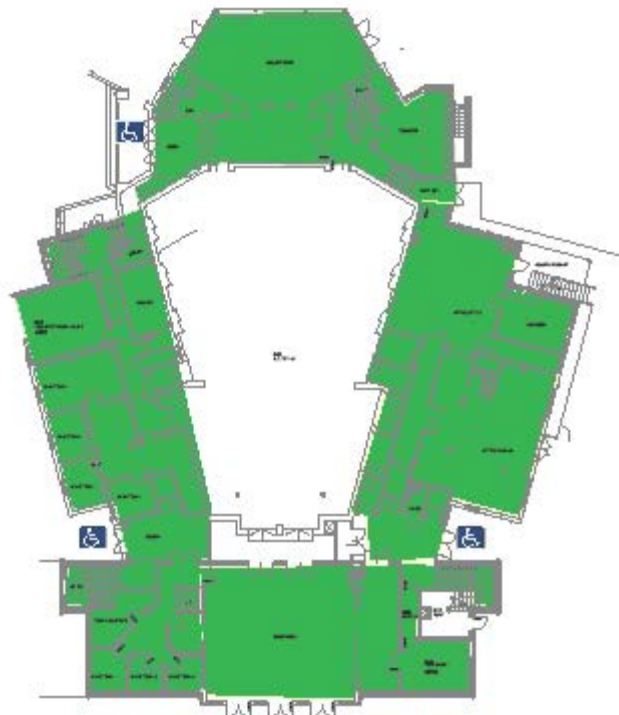
Appendix 1.



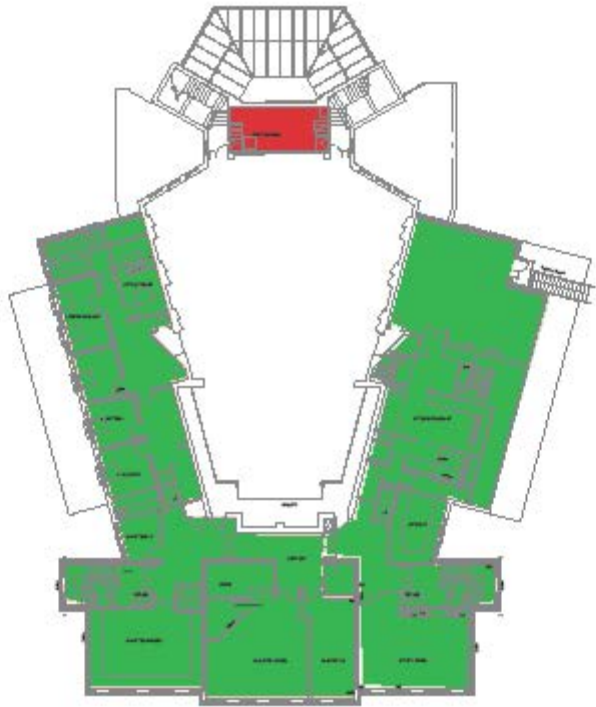
ALL ROOMS DIMENSIONED AS TO BE TRAVEL BY WHEELCHAIR TO EXIST. DIMENSIONS AND ANY ALTERATIONS ARE TO BE REPORTED TO THE SCHOOL BUILDINGS MANAGER.
DIMENSIONS TO BE CHECKED ON SITE BEFORE ANY WORK IS PUT IN HAND OR UNDERTAKEN.
CONTENT OF THIS DIAGRAM IS RETURNED BY THE SCHOOL BUILDINGS MANAGER AND IT MUST NOT BE REPRODUCED WITHOUT HIS WRITTEN CONSENT.



-  No Access
-  Limited Ground Floor access with Temporary Ramps
-  Unlimited Access to whole building



Ground Floor



First Floor



Second Floor

- Unlimited Access to majority of building
- No access to Control Room

Building has a lift and disabled toilet facility and evic mats on all floors.



NSW



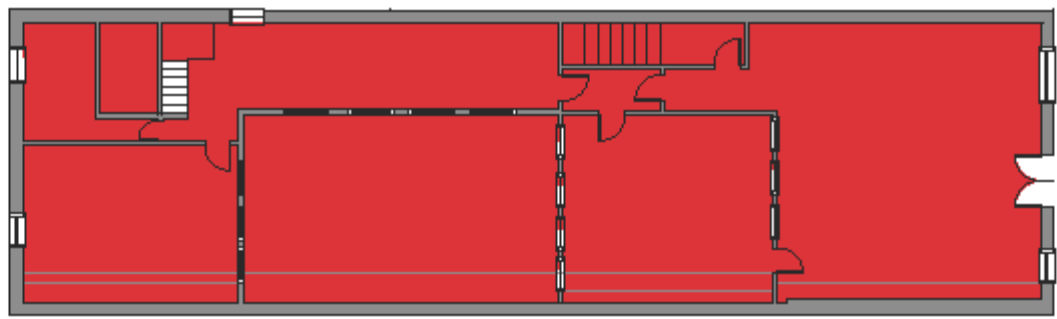
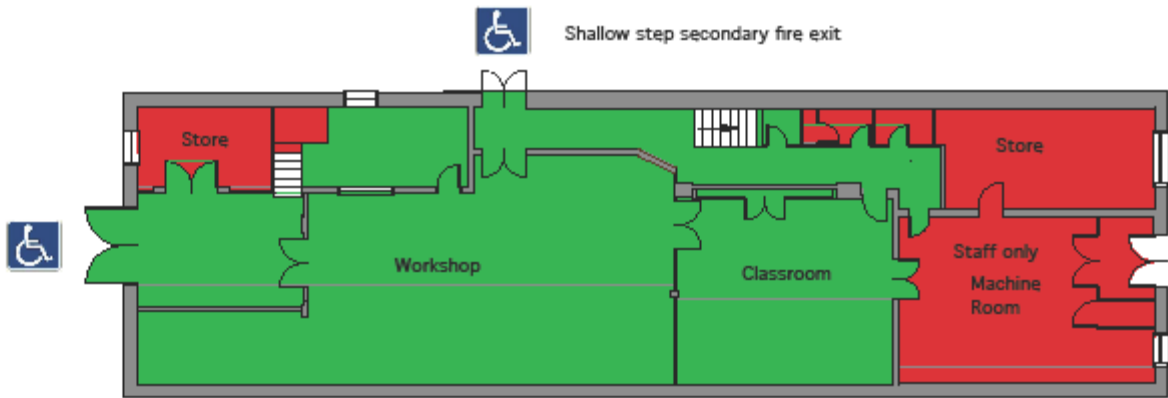
Mercers Court

December 2011






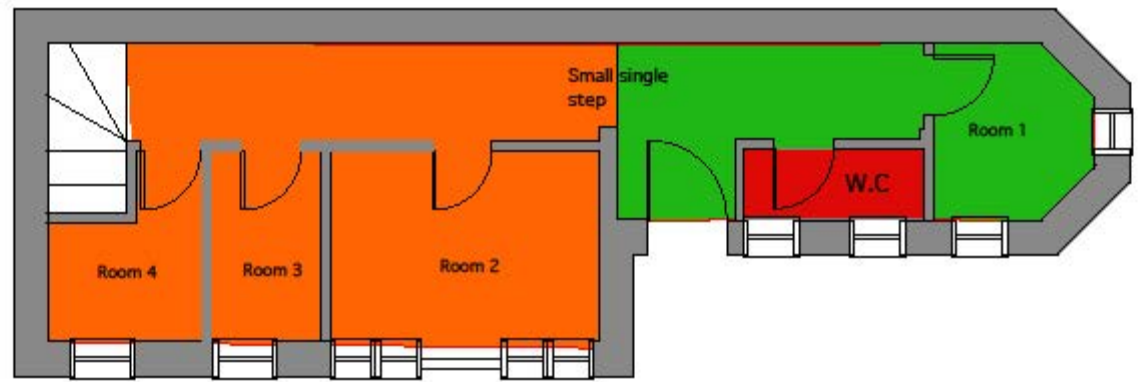
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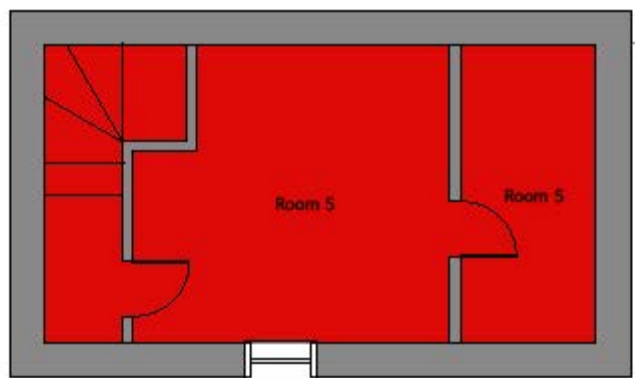
 No access to first floor

 Access to workshop and classroom insufficient space for wheelchair at workstation, machinery not height adjustable for wheelchair.





Ground Floor



First Floor

-  Limited Ground Floor access with Temporary Ramp
-  Unlimited Access to Room 1
-  No Access





- No Access
- Limited Ground Floor access with Temporary Ramps
- Unlimited Access to building