



THE ORATORY SCHOOL

ACCESSIBILITY PLAN

OCTOBER 2017

Reviewed by MWH October 2017
To be reviewed by the Disability Committee by June 2018

ETHOS AND AIMS

The Oratory School aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an Admissions policy and criteria (available to view on our website) which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. Recently we have provided ramps at the entrances to all the school buildings and added height-adjustable furniture to our classrooms. In addition, we have installed lift access in most of our principal building to allow access by all pupils to most floors.

We provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

CONTEXT

As at 1 October 2017, The Oratory had no pupils with an Educational Health and Care Plan (EHCP). There are 68 pupils receiving SEN Support, 0 Looked-After Children (LAC) and 56 English as Additional Language (EAL), of which 30 receive additional support. 15 pupils have Individual Education Plans (IEPs) which are monitored twice yearly in October and April to assess progress relating to their targets.'

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We have 0 pupils with medical disabilities. All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips).

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of The Oratory School. We have 0 staff with medical disabilities and all staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

We have one governor on our governing body with a medical disability. We make adjustments where necessary to ensure she can carry out her duties fully and to ensure that this individual can travel to and from meetings and has access to all the necessary information and equipment to enable her to undertake her role.

At The Oratory we have set up a Disability Policy Review Committee which consists of the Bursar and the Estates Manager 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 disability inclusion, SEN and learning support 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 Disability Policy Review Committee met on XX October 2017 to review disabled provision across both sites and to review The Oratory and the Oratory Prep Schools' 3-year accessibility plans, both of which are available on the shared drive.

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We have conducted an audit of our provision for pupils with special educational needs and/or disabilities. Views of teaching and non-teaching staff and pupils were obtained via means of a questionnaire conducted in September 2016. We used the results to ascertain staff's understanding of disability and accessibility, priorities for our pupils with SEN and/or disabilities and priorities for our pupils' parents. The school's governors and local authority were also consulted during the audit process. The results of the audit have informed our school accessibility plan for 2017-2019 which is a written action plan with targets (attached at Annex). The plan and targets have been widely circulated to all teaching and support staff, pupils and parents.

We will regularly monitor the success of the plan and it will also be reviewed annually by the governing body and the school's disability policy review committee (as above). The governing body will report on how targets have been met in their annual report to parents (and what impact they have had on the achievements of pupils with disabilities).

SUPPORT PROVIDED BY THE CURRICULUM SUPPORT DEPARTMENT

- SEN Policy details provision for Mainstream:- Cognition and Learning, Communication and interaction needs, Behaviour and Pastoral needs, Physical, Visual and Auditory.
- Provision map provided for staff with details of all students on the SEN register
- Screening (Lucid) takes place for all students in the 1st and 3rd form. All screening results are looked at and followed up if a result is of concern.
- Head of Curriculum support available to discuss difficulties pupils are experiencing with pupils, teachers and parents.
- Individual support available for pupils with qualified support teachers providing, Maths, English, Science, Specialist Dyslexia Support, Study Skills and Revision techniques. Study skills lessons delivered to 3rd form.
- Details on database (SIMS) detailing SEN need, provision, reports and access arrangements for exams.
- Access Arrangements for those qualifying within the JCQ regulations.
- Referrals made to external practitioners when needed, such as, Educational Psychologists, Clinical Psychologists, Speech and Language Therapists, CAHMS/NHS.

ACTION PLAN

The following has been carefully considered by the school's disability policy review committee and is regularly monitored:

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- 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

The results of the audit and continuous monitoring of the above has informed the action plan below which relates to the following ISI School Standards Regulations (Other Legislation [p5] on special educational needs and disability:

Schedule 10 of the Equality Act	Description
3. (2)(a)	Increasing the extent to which disabled pupils can participate in the school's curriculum;
3. 2(b)	Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
3. 2(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

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#	Action Required	Lead Manager	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
1	Identify a member of staff we can list as being able to communicate using sign language for partial hearing.	HR	Appropriate training courses if no member of staff has the required expertise	Limited to training costs	Short to medium term but not later than 1 Feb 18
2	Recognised and established site route for wheel chair access and egress as well as amenities. Traffic zoning for pedestrian accessibility	Estates	Some ramps will be required plus a new lift will need to be installed in Morey		Additional ramps completed but still more required New Morey Lift by 1 Sep 18
3	Adapt boarding houses, target it with sound loops in common areas, multiple ground floor exits, beacon fire alarm sounders to all rooms and common parts, auto doors, ground floor rooms with adapted bathroom, improved lighting.	Estates	Expert advice will be required to ensure the most cost effective and pragmatic solution		Bathrooms in some boarding houses adapted for disabled access. New fire alarms in Faber and OPS with DDA additions
4	As part of fire evacuation set up a buddy system for disabled pupils and staff	H&S advisor and housemasters	We need also to consider lifting equipment for the refuge points as part of disabled PEEPs		This will need external training but should be completed at the earliest opportunity but not later than 1 Apr 18.

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5	Ensure we have an adapted mini bus with prioritised booking system	Estates	There are a number of specialist companies which can perform this modification work	We need to adapt at least one minibus in the fleet	Plan to update the transport fleet with new minibuses including 2 fully adapted for DDA access. Target date: 1 Feb 18
6	Beloc theatre There is a disabled toilet on the ground floor but no way of accessing the theatre other than by using the stairs. Need a ramp.	Estates	Purpose-designed ramp at the correct angle to permit easy access	A staged ramp up from the side exit doors.	Ramp completed Dec 16
7	Disabled access (wheelchair) to the school shop via the rear entrance	Estates	Purpose-designed ramp at the correct angle to permit easy access	On hold as school shop likely to be relocated	Probably relocating to the OPS site to form a joint shop which has wheelchair access

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