

Disability Policy

Admission to Sussex House for all pupils is by competitive entry based on information received from tests in Mathematics and English, an interview and a school reference.

Sussex House 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 opportunity that the pupil will have a complete, happy and successful school career.

Sussex House'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. This incorporates allowing for extra time, the use of a laptop or having rest breaks during formal examinations or testing.

Sussex House asks parents to provide details of disabilities and relies on the information provided. In assessing any pupil or prospective pupil the school may take advice and request any assessments it regards as appropriate. Subject to this, the School will be sensitive to any requests for confidentiality.

When a parent applies for a place in the school for their son they are required to inform us if he is in any way disabled.

Disablement may include:

- physical or mobility impairments
- sensory impairments
- medical conditions (e.g. diabetes, epilepsy)
- learning disabilities
- mental health difficulties

We aim not to discriminate against disabled pupils but, at the same time, it is necessary for us to consider:

- our duty to maintain high academic and other standards
- budgetary constraints
- the practicalities involved in making adjustments
- the fact that the main school is housed in a Grade 2 listed building
- the health and safety of the disabled pupil and the interests of other pupils

Disability involving mobility

The school is eager that people should have easy, dignified access to the school buildings but given the fact that the main building is situated on six floors without a lift, this limits the possibilities for easy access. Ramps will be provided for access up the front door steps and a ramp to cover the first half flight of stairs. Where possible, academic lessons for a disabled pupil would be held in the Library and there are toilet facilities on the same floor.

Other forms of disability

The school will endeavour to meet the needs of pupils with other forms of disability and would seek to provide Braille/large print facilities or a sign language interpreter.

Where possible, aspects of the physical environment would be altered to accommodate disabled pupils, distance learning provided and welfare and counselling support provided if necessary.

Three year Accessibility Plan July 2018 – July 2021

The SEN and Disability Act 2001`extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the school has had 3 key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

Schedule 10 of the Equality Act 2010 defines three areas that we are required to address:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Accessibility Plan

This plan was drawn up in consultation with the Deputy Headmaster, a handwriting and dyslexia specialist and a local authority advisor on teaching of the deaf.

We are committed to providing (within the limitations of our Grade 2* listed site) a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan was written with specific regard to our SEND students. Currently, there are 26 students on our register of which the following disabilities have been identified:

- dyslexia
- dyspraxia
- hypermobility
- fine motor difficulties
- visual/spatial difficulties
- hearing loss/deafness
- ADHD
- speech and language difficulties

It should not be seen as being cast in stone in that we will endeavour to facilitate any future needs or opportunities to improve as they occur.

Current Targets for Accessibility Plan 2018 – 2021

Improving Curriculum Access

Target	Strategy	Outcome	Timeframe
Early identification of students with special learning needs	Dyslexia screener to all new school entrants DASH handwriting assessment for all Form 3	Students identified can receive specialist intervention and teachers will be informed and advised	January 2018 Ongoing yearly target

Increased awareness of staff of the needs of the SEND students	Staff training especially in the following areas: Dyslexia; Executive Function; Hypermobility Access to IEP's and Provision maps via 'Snape'	Teachers to have better understanding and knowledge so to adapt their teaching strategies to accommodate different needs	January 2018 Ongoing
SENDCo to analyse and compare CAT scores to Dyslexia screener test scores	Training	Expertise in identifying students with special learning needs	Ongoing

Improving the School Environment

Target	Strategy	Outcome	Timeframe
Classroom acoustics 1	Purchase specialist microphone for student with cochlear implants Train teachers in how to use the specialist microphone	Student able to understand more of the lesson	The boy with implants left in 2018 but the skill set we developed is being maintained and adapted for boys with less significant hearing impairments. Ongoing- for any new staff
Classroom acoustics 2	Greater awareness of best practice in support of hearing difficulties	Improved learning environment for boys wearing hearing aids	Ongoing
Extraneous noise	'Hush-ups' under chair legs to stop scrapping sound in following classrooms: ICT lab and Art room	Less uncomfortable interference with hearing aids	Summer works 2018 Now complete and being maintained even though the child with implants has left
Acoustics in the ballroom	Liaise with TOD to review acoustics in the ballroom and measures to improve this for students with hearing aids	Action to be determined	February 2018

Improving Delivery of the Curriculum

Target	Strategy	Outcome	Timeframe
Monitoring effectiveness of curriculum delivery	Regular liaison and visits with LEA's TOD	Third party audit of our support measures	Ongoing

Improving Provision for Mental Health and Emotional Support

Target	Strategy	Outcome	Timeframe
To offer in-house counselling for boys	SENDCo to access training as an Emotional Literacy Support Assistant	Better support for boys in need	Course commenced September 2019
To improve the quality of external support referrals	Establish firmer links with a local GP who specialises in adolescent psychiatry	Better support for boys in need	Initial meetings in September 2019

Previous Targets from Accessibility Plan 2014-2017

Improving curriculum access

Target	Strategy	Outcome	Timeframe	Achieved
Confident medical support for diabetic pupil	Staff training for all teaching staff to monitor student during lessons	Safer environment for the pupil	September 2013 and ongoing as new staff teach the pupil	Yes
Confident medical support for diabetic pupil	Agree protocols with parents regarding insulin and ketone readings	More efficient response to day to day variations in the condition – less time lost from classes	Ongoing as the medical history of the pupil develops but reviewed at least annually	Yes
Confident medical support for diabetic pupil	We have nominated a member of staff with extensive experience of diabetes for dedicated support.	More efficient response to day to day variations in the condition – less time lost from classes	From September 2013	Yes
Monitoring of effectiveness of curriculum delivery	Regular liaison and visits with LEA teacher of the deaf.	Third party audit of our support measures	Termly visits and more frequent emails etc.	Yes- ongoing as school has 4 students with significant hearing loss

Improving the school environment

Target	Strategy	Outcome	Timeframe	Achieved
Desk placement	Pupils with hearing difficulties can benefit from lip reading teachers	Boys able to understand more of the lesson and staff able to monitor attention levels	September 2014 and any time desks are allocated	Yes
Extraneous noise	Fit felt pads to desk lids and stool feet in the science labs	Less uncomfortable interference with hearing aids	Summer works 2014	Yes
Extraneous noise	Fit acoustic tiles to ceiling of gym	Less uncomfortable interference with hearing aids	Major expenditure will be needed. Can only be scheduled when funds available	No- LEA may be able to give funds for this next year
Classroom acoustics	Training staff in use of neck-worn audio amplification equipment	Boys able to understand more of the lesson	September 2014 and periodically when new staff are allocated to teach the deaf pupils	Yes

Improving delivery of the curriculum

Target	Strategy	Outcome	Timeframe	Achieved
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Maximising understanding of subjects with specialised vocabulary	Pre-teaching of science and French lesson content	Deaf pupils familiar with new terms before the lesson	We will appoint a dedicated member of support staff for the start of the Michalemas term 2014	Yes- ongoing
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