

3.7 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 within the practical parameters of a building of this nature. 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.

3.7.1 Three year Accessibility Plan July 2021 – July 2024

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 (Pastoral), and a local authority advisor on teaching of autistic children.

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 2021-2024

Improving Curriculum Access

Target	Strategy	Resources	Timeframe
To ensure all staff are trained to support pupils with ASD, ADHD, Dyslexia and Dyspraxia.	Training for all new members of staff. Updates and rolling programme of training for all staff.	INSET and staff meeting time	September 2021 Ongoing yearly target
To ensure at least 2 members of staff are	Update staff training in:	Training course/workshop	September 2021

September 2022

trained to support pupils with medical conditions	<ul style="list-style-type: none"> • Asthma • Diabetes 		
To continue to provision map to meet individual needs within each cohort	Scrutinise individual needs and ensure appropriate resources are available e.g. coloured paper/enlarged font for pupils with visual stress; dyna cushion and fidgets for ADHD/Autism/sensory processing; pencil grips for fine motor, etc.	£200 to purchase resources	September 2021
To support reading/writing of dyslexia students struggling in French (Y5&6)	Purchase Oaka book resources	£100	September 2021

Previous 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

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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

MT / MB September 2021

September 2022