

B 15 Special Educational Needs & Disability Policy

1.0 Provision for Special Educational Needs & Disability in City of London School

1.1 Background

The Special Educational Needs and Disability Act (SENDA) 2001 amended part 4 of the Disability Discrimination Act (DDA) 1995 by introducing new duties upon LEAs and schools in respect of disabled pupils and prospective pupils. According to the Act, a person has a disability if he or she has 'a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA definition differs from definitions in education Special Educational Needs legislation. Not all disabled children will have a special educational need or learning difficulty.

The main duties for schools, following SENDA, are:

- not to treat disabled pupils less favourably; and
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

Substantial disadvantage is defined in the Disability Rights Commission Code of Practice for Schools 2002 as 'more than minor or trivial' and explained (in para 6.11 of the Code):

'In considering what might constitute a substantial disadvantage, the school will need to take account of a number of factors. These may include: the time and effort that might need to be expended by a disabled child; the inconvenience, indignity or discomfort a disabled child might suffer; the loss of opportunity or the diminished progress that a disabled child may make in comparison with his or her peers who are not disabled.'

Where physical features of premises place a disabled pupil at a disadvantage in comparison with non-disabled children, the school will be required to do everything it reasonably can to mitigate the effects of the feature and provide the pupil with access to the educational service. For example, where a school does not have appropriate physical access for disabled pupils to above ground floors as much of the curriculum as possible should be delivered to the pupil and his peers on the ground floor.

There are two exceptions to the reasonable adjustments duty. Schools are not required to:

- provide auxiliary aids or services
- remove or alter physical features

The duties include a requirement for institutions to think about the needs of disabled students in advance. This will reduce the number of adjustments that need to be made on an ad hoc basis in response to an individual disabled student, thus creating an

environment where provision for disabled pupils and students is seen as on a par with, and not different from, that for other pupils and students.

Schools are required to prepare Accessibility Plans for increasing over time the accessibility of schools for disabled pupils.

1.2 Objectives of this Special Educational Needs & Disability Policy

City of London School is an academically selective school catering for boys of high ability. Boys are admitted by competitive examination and are selected on the basis that they are likely to be able to cope with an intensive academic curriculum. Some boys who are selected may have Special Educational Needs (SEN) or a disability identified before or after admission to the School.

The School's equal opportunities policy states that 'it is the School's aims to foster a sense of community in which all pupils and staff are valued and can thrive, regardless of background, religion, race, colour, gender or sexual orientation. The School will not tolerate racism, sexism, negative attitudes towards any form of disability and other discriminatory practices'.

It is the objective of this Special Educational Needs and Disability Policy to ensure that boys with SEN or disability experience equal opportunities within the school and that they benefit as fully as possible from their education.

1.3 Responsibility for operation of the School's SEN & Disability policy

The Second Master, currently Aidan Tolhurst, reporting to the Headmaster, is responsible for the overall management of the School's SEN and Disability policy. The Head of Learning Support (HoLS), currently Amanda Ross-Scott, is responsible for the day-to-day operation of the School's SEN and Disability policy.

1.4 Arrangements for co-ordinating educational provision for pupils with SEN or Disability

In the first instance, the HoLS will be responsible for co-ordinating provision for boys with SEN or disability, keeping a list of all pupils with SEN or disability and overseeing the records on all boys with SEN or disability. S/he will liaise with parents of boys with SEN or disability, liaise with external agencies and in conjunction with the Second Master, arrange in-service training of staff in relation to SEN and disability. Heads of Year and tutors may also contact parents.

1.5 Admissions Arrangements

In their admissions arrangements schools must not, according to the Disability Rights Commission, discriminate against a disabled person:

- in the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria;
- in the terms on which the responsible body offers admission to the school;
- by refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.

The Disability Rights Commission states that 'where any of these factors is relevant it may be taken into account:

- *the need to maintain academic, musical, sporting and other standards;*
- *the financial resources available to the responsible body (the school governors);*
- *the cost of taking a particular step;*
- *the extent to which it is practicable to take a particular step;*
- *the extent to which aids and services will be provided to disabled pupils under part IV of the Education Act 1996;*
- *health and safety requirements;*
- *the interests of other pupils and persons who may be admitted to the school as pupils.'*

Disability Rights Commission 'Code of Practice for Schools' (2002) (para 6.30)

The procedure of selection to the School comprises of an assessment of academic abilities and an evaluation of thinking, oral and social skills, with general awareness and confidence also being taken into consideration. Currently special arrangements may be made for applicants to the School who have an Educational Psychologist's or Doctor's report showing they have dyslexia and/or dyspraxia or any other learning difficulty. These arrangements can include use of a laptop and/or 25% extra time in the selection examination(s).

Relevant staff are aware of how provision is made in the selection process for a disabled applicant. As with all staff, disability equality training for those involved in the selection process is important to make sure there is no discrimination against disabled applicants, and the selection procedures have been reviewed so as to conform to legal requirements.

To ensure appropriate arrangements are made, application forms for admission to the School will include a request for information on any disability or S.E.N. a prospective pupil may have, together with a pupil and parental view on any reasonable adjustments a pupil may require in relation to the entrance examination, open day or entry to school. In addition, there is an offer of a special early admissions meeting with parents of disabled prospective pupils to discuss any arrangements for exams.

When considering admitting a disabled prospective pupil, the School ensures that reasonable steps are taken so that the pupil is not placed at a substantial disadvantage. The reasonable adjustment duty assumes that the involvement of a disabled pupil will be in every aspect of the life of the school. Careful consideration will be given as to how that participation is best facilitated in determining what a reasonable step might be. This needs to be weighed against the potential for a disabled pupil being placed at a substantial disadvantage.

1.6 SEN specialisms and special units

The School is not a specialist provider for pupils with SEN needs.

1.7 Facilities which assist access to the School

In consultation with parents, the Head of Learning Support teaches and supports some boys with Dyslexia, Dyspraxia and Attention Deficit Disorder *in small groups* on a withdrawal basis.

According to the SEN and Disability Act (SENDA) 2001, the School is required to plan for:

- **increasing access for disabled pupils to the school curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- **improving access to the physical environment of schools.** This covers improvements to the physical environment of the school and physical aids to access education.
- **improving the delivery of written information to disabled pupils.** This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' and parents' preferred formats and be made available within a reasonable timeframe.

An Access Assessment was carried out in January 2003 and the subsequent report of the Access Adviser describes current access arrangements to the School and recommendations. Copies of this Access Assessment (2003) and the related School's Accessibility Plan (2003) are available for viewing at the School. In May 2006 the Access Adviser from the City of London Corporation produced a report confirming the progress made since her last visit.

2.0 Identification, Assessment and Provision for Boys with SEN or Disability

2.1 Allocation of resources to and amongst pupils with SEN or disability

The reasonable adjustments duty does not require the School Governing Body to provide auxiliary aids and services, nor does it require the governing body to make alterations to the physical features of the School. There is, however, a planning duty which includes physical improvements to increase access to education and associated services. The School's Accessibility Plan describes how it will meet this planning duty.

Where boys with Dyslexia, Dyspraxia or Attention Deficit Disorder require specialist teaching to meet their needs, this may be provided from within or outside the School. If parents request support in school, any additional cost will be met by the School, or in the exceptional case of a boy with a Statement of SEN, with and by the home LEA. If the School is informed that provision is being made outside school, the HoLS will be responsible, if parents request it, for ensuring that teachers are aware of the needs of boys, as identified in any reports received by the School. Parents will be responsible for the cost of support outside school.

The School has a full time nursing sister during the term time and referral can be made where there are concerns which require her involvement. She keeps appropriate

records, and liaises, where appropriate, with the Corporation of London's Medical Officer.

A Psychiatric Social Worker from Corporation of London Community Services visits the School on a weekly basis and is available to boys for counselling.

2.2 Identification, assessment and review

Boys with SEN or Disability will be identified in a number of ways:

- All boys in the First Form and new boys in the Third Form are screened for difficulties with reading or writing skills.
- Prior to selection, parents will be asked if a boy has an identified SEN or disability (see above). For special arrangements in the selection for admission of boys with SEN a report from either an Educational Psychologist or doctor will be required.
- Within the School all staff will be responsible for monitoring the progress of boys within their class/ tutor group/ department. Where boys are identified as having a difficulty by a class teacher, referral will be made to the Form Tutor then to the Head of Year. Concerns may also be raised at Heads of Years' meetings. Tutors and the Head of Year will investigate the pupil's progress in all subjects and, if necessary, consult with the Head of Learning Support, who may carry out an assessment and/or recommend further assessment with an Educational Psychologist.
- Parents and boys themselves will be encouraged to monitor progress and, where difficulties are being experienced, refer to Tutor/HOY or Head of Learning Support.
- Identification of a specific learning difficulty may result in the boy attending group lessons in the Learning Support Department, being advised to learn touch typing skills or requiring Access Arrangements in public exams. The School will meet the cost of lessons in the Learning Support Department, but parents have the responsibility of meeting the cost of an Educational Psychologist assessment and any lessons outside of school. Relevant information will be made available to teaching staff, via the secure Network and the boy's name will appear on the "monitor section" of the Learning Support Register. His progress in all subjects will be reviewed at the end of the next full academic term, in order to determine if any further action is required.

After identification, where there is a recent Educational Psychologist (EP)'s report, the HoLS will discuss implications with the boy and his parent(s). If there is no recent EP report, the HoLS will make an assessment and may then recommend an

assessment by an EP. This may result either in the boy attending group lessons in the Learning Support Department (HoLS providing) or a consultation with teaching staff. In addition, a touch typing course may be recommended. The School will meet the cost of lessons from the HoLS but parents have responsibility for meeting the costs of EP assessment and/or touch typing courses.

2.3 Access to the curriculum

The School seeks to provide a supportive and caring environment in which every boy is valued and where learning can take place in an orderly, purposeful and creative manner. Where boys have an identified SEN or disability, every effort will be made to ensure full access to the curriculum.

The School is committed to the aims of providing a broad, balanced and relevant curriculum and promoting the pursuit of excellence by each pupil, irrespective of ability or Special Educational Need. As a school, staff accept responsibility for both the physical and educational needs of pupils.

The School's Accessibility Plan (2003) states (Section B: Teaching and curriculum organisation)

“When planning, teachers will need to set high expectations and provide opportunities for all to succeed, including pupils with disabilities. They should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. Creating effective learning environments includes valuing all contributions, ensuring pupils feel secure and able to contribute appropriately and all forms of bullying will be challenged.

Teachers must take account of potential barriers to learning and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities.

Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Disabled pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists. Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.

Teachers will need to plan for pupils' full participation in learning and in physical and practical activities through:

- using specialist aids and equipment (where available)
- providing support from adults or peers when needed
- adapting tasks or environments
- providing alternative activities, where necessary.

Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers will need to take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the curriculum and any assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work.

Teachers should also take specific action to enable the effective participation of pupils with SEN or disabilities, for example by:

- planning appropriate amounts of time to allow for the satisfactory completion of tasks

- planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
- identifying aspects of the curriculum that may present specific difficulties for individuals."

City of London School Accessibility Plan Points 15-20 (see page17 below)

Where a boy has an emotional and behavioural difficulty, the policy of the School is to support the boy where possible and the pastoral work of all subject teachers, Form Tutors, Heads of Year and the School Counsellor and other staff underpins this. The Second Master has overall responsibility for pupil welfare and oversees the pastoral and disciplinary aspects of school life. The School's Pastoral Handbook outlines the system in operation in the School.

However, where the behaviour of a boy is a serious barrier to his own or other pupils' learning, the decision may be taken that their needs would be better met in a less academic environment.

2.4 Inclusion

Boys can only be admitted to the School who have met the requirements of the selective Admissions procedure and who are able to access the site and curriculum. Once admitted the procedures of identification, assessment and review will operate for a boy with identified SEN or disability. The School operates an anti bullying policy whose aim is to foster an environment where caring and supportive relationships allow individuals to flourish without fear.

2.5 Evaluation of the success of the policy

The effectiveness of the policy will be reviewed annually and judged by:

- the effectiveness of systems of identifying and assessing pupils
- the accuracy of records of all pupils on the SEN list
- the creation of a school ethos where pupils' differences are recognised and valued
- the involvement of parents.

2.6 Arrangements for considering complaints in relation to SEN provision

The School takes complaints from parents very seriously and seeks to ensure that they are dealt with thoroughly at the appropriate level. Every reasonable endeavour will be made to respond to parents within five days of the complaint being lodged in writing.

If a parent does not feel the complaint has been dealt with properly, he/she should contact the Headmaster in the first instance. Unresolved complaints are dealt with by the Corporation's formal procedures. Further details may be obtained from the Headmaster or by visiting the City of London Corporation's website at www.cityoflondon.gov.uk

3.0 The School's Staffing Policies and Partnership with Outside Support Agencies

3.1 Staff In-Service Training (INSET)

A programme of general staff INSET is in operation within the School. Ongoing sessions related to awareness of, and provision for, SEN and disability will be provided within the programme.

3.2 Links with outside support agencies

The School has the service of an Educational Psychologist to offer advice to staff.

3.3 Partnership with parents

The School encourages positive liaison with parents and holds regular meetings with parents at least once each year. In addition, parents can phone and arrange appointments with a Form Tutor or Head of Year, and if appropriate the Second Master or Headmaster, to discuss any concerns. Parents of boys, whose names are on the SEN and disability list, have the opportunity to review their son's progress with the HoLS at Parents' Evenings.

3.4 Links with health, social services, education social work service, voluntary organisations

School staff encourage liaison with outside agencies if it is in the best interest of child, either by correspondence or by a member of the outside agency visiting the School.

There are links with the Corporation of London's Education Service and this includes informal links with their Principal Officer – Children's Education Services.

The Psychiatric Social Worker who visits the School may provide a link with Social Services colleagues.

Special Arrangements for Public Examinations

Some candidates for public examinations, who have specific learning difficulties, are entitled to special arrangements ranging from extra time to the use of an amanuensis or a computer. Details may be obtained from the member of staff responsible for public examinations or from the Head of Learning Support. In order to qualify for access arrangements, the School must submit, to Exam Boards a history of special educational needs and attempted remediation or accommodation. The School is also required to submit details of an educational psychologist's report or a report by a specialist teacher on behalf of the student.

In the case of a boy with the special arrangement to use a laptop in public exams, the Exam Boards require up to date evidence of need, such as an Educational Psychologist's report written within two years of the specified exam season. In such a case, the exam boards require typing to be the boy's 'normal mode of expression'. For this reason the School would expect him to touch type, use his own laptop in

lessons and type his homework. In public exams the use of school laptops with an 'exam default' is mandatory. The SEN department trains boys in the use of special arrangements and they are monitored during exams.

Special Arrangements for Internal Examinations

Candidates who have specific learning difficulties and who have been advised by the Head of Learning Support to use laptops, will be allowed to use a laptop during internal school examinations. However, they must use the laptops (with the spell check disabled) provided by the School.

The Learning Support Department

There are currently 111 boys or so on the School's SEN list.

The Post Holder provides specialist SEN expertise for the Second Master and, with other Department Heads, provide an integrated coherent approach to teaching and learning for those with SEN.

The Post Holder is a recognised Head of Department and attends both Head of Department meetings and, where appropriate, Head of Year meetings.

The key responsibilities of the Head of Learning Support will include:

- Overall responsibility to identify and support boys at City of London School who have learning difficulties, in particular dyslexia, dyspraxia or attention deficit.
- Overseeing the records on all pupils with SEN.
- Provision of individual and group learning support tuition.
- Liaising with parents of pupils with SEN.
- Part responsibility for developing the School's Accessibility Plan in line with SENDA.
- Part responsibility with exam officers for putting forward and supervising SEN boys with access arrangements in public exams.
- Maintaining and developing communication with staff, parents, counsellor, registrar/nurse and outside agencies.
- Promoting staff awareness and expertise in the area of SEN.
- Contributing to the in-service training of staff for SEN awareness and development.
- Promoting and developing the use of IT in relation to SEN.
- Part responsibility for overseeing the provision for EAL.
- Contributing to the debate concerning education and learning as it applies to all boys in the School, especially to boys in O.G. and First Form.
- Maintaining a register of SENDA boys.
- Screening all boys in the First Form and new boys in the Second and Third Forms.
- Writing and keeping abreast of school reports.
- Assessing boys identified with possible of learning difficulties.
- Referring boys for further assessment or help.

- Monitoring access to confidential information.

Provision of Learning Support tuition

- Arranging lessons through the Head of Year and in consultation with a boy, his parents and tutor.
- Teaching study skills strategies which relate directly to the requirements of current curriculum and individual learning style.
- Developing computer expertise, in particular touch typing and word processing skills.
- Revision and exam skills

Promoting staff awareness and expertise in the area of special education needs

- Liaison with Department Representatives
- Formal inset to all staff, e.g. on interviewing procedures for SEN candidates.
- Attendance at Heads of Department meetings.
- Attendance at Department meetings to increase understanding generally and to discuss specific developments and individual SEN boys.
- Establishing rapport with and providing training for new staff.
- Representing SEN aspect at staff meetings with individual parents.
- Maintaining an informal flow of information and discussion on a daily basis.
- Providing written summary of each SEN boy's difficulties, strengths and preferred learning style to his Tutor, Head of Year and subject teachers.
- Promoting initiatives in subject areas, e.g. course in learning methods for French in First Form.

Initiating and developing communication with staff, parents, counsellor, admissions secretary/nurse and outside agencies

Staff:

- Formal and on-going informal discussion re individual boys.
- Reporting and monitoring new boy screening results.
- Provision of information re individual SEN boys.
- Attendance at relevant meetings with staff, e.g. Heads of Department meetings, meetings re individual boys, meetings re Fourth Form tracking.
- Regular meetings with SEN Representatives from each Department

Parents:

- Writing school reports.
- Attending Parents' Evenings.
- Attending staff/parent meetings on request.
- Communicating informally by email and telephone.
- Facilitating assessments, word processing courses, literacy training, referrals to outside agents, e.g. educational psychologists, physiotherapists, revision tutors.

School Counsellor:

- Weekly meeting to compare notes about individual boys.

- Moving to integrate the expertise and influence of the Counsellor more fully into the life of the School.

Admissions Secretary:

- Co-operation re candidates for entry who have SEN, including invigilation and interviews.
- Consultation re SEN boys who take medication.

Outside Agencies:

- Consultation with educational psychologist associated with CLS, and with other educational psychologists.
- Consultation, where appropriate, with any outside agent relevant to individual boys, e.g. neurologist, physiotherapist, word processing tutor.
- Maintaining working relationship and exchange of expertise with network of SENCOs.
- Attending relevant courses and conferences.

Part responsibility with exam officers for putting forward and supervising SEN boys with special arrangements in public exams.

- Preparation and up-keep of paperwork relating to assessment for special arrangements in public exams.
- Availability for supervision of SEN boys with special arrangements (particularly the use of laptops) during school mock exams and during the GCSE and A Level exam period.

Promoting and developing the use of IT in relation to SEN.

- In its infancy, the use of the School's network to disseminate information and learning strategies, making these available to all boys, not just those with SEN.
- Liaise with the Head of ICT, regarding the promotion of computer literacy with direct relation to subject specific needs and to encourage the use of multi media throughout the teaching staff.

Part responsibility for developing the School's Accessibility Plan in line with SENDA.

- Initiating whole school practices, e.g. policies concerning spelling, handouts, marking, homework support with relation to improved access to the curriculum for boys with SEN.
- Promoting multi-sensory teaching with a view to accommodating all types of SEN learner.

Structure for referral and support of SEN boys.

1. If a member of staff suspects that a boy s/he teaches may have special educational

needs, s/he should tell the Head of Learning Support and the boy's Tutor.

2. The Tutor should then:
 - Ask all the boy's other teachers for their impression of him.
 - If there is evidence of problems needing action, ask the boy's view of his situation (sympathetically and without dwelling on criticisms).
 - Discuss the findings with HOY and the head of Learning Support.
3. HOY contacts parents to discuss findings.
4. HOY, parents, Tutor, Head of Learning Support, boy should reach an agreement on the best way forward, which might be one or some of the following:
 - Head of Learning Support assessment
 - Referral to educational psychologist or other outside expert
 - Alert teachers
 - Take no further action
5. If there is an assessment or need to alert teachers, the Head of Learning Support should write a short description of the problem with suggestions for help which the Tutor should circulate to all the boy's teachers.
6. His teachers would then be expected to make reasonable adjustments appropriate to the boy's particular needs, perhaps with the help of their HOD and Head of Learning Support.
7. The boy would be placed on the "monitor" section of the Learning Support Register and his progress reviewed at the end of the next full academic term. At this point, staff would consider what action, if any, might be appropriate. If no further action were required, the boy's name would move to the "Staff Aware" section of the Learning Support Register.

(See also job description for Head of Learning Support in D7)

EAL PROGRAMME

(English as an Additional Language)

Policy

We feel responsible for all the boys we have selected to come to CLS and therefore recognise the need to offer help and support to a small but significant number of pupils identified as having English as their second language and who are experiencing difficulties with both oral and written communication.

Our help aims to encourage and enable boys to cope successfully with both their academic and social life at CLS.

The areas we are targeting include:

- development of fluency in spoken English
- development of fluency in written English

There are a number of procedures to identify and help those pupils in need:

- initial screening of new entrants to the School
- a system of referral by staff for current pupils at the School
- monitoring of pupils identified as having English as their second language
- individual help available to these pupils
- close contact between School and parents.

Delivery of the Policy

The EAL programme is co-ordinated and carried out by the teacher in charge of EAL, who will keep the relevant subject teachers, Form Tutor and Head of Year informed of any developments regarding individual pupils.

Subject teachers, Form Tutors and Heads of Year are asked to refer any concerns about individual pupils to the teacher in charge of EAL.

CITY OF LONDON SCHOOL

ACCESSIBILITY PLAN

2003-2008

MARCH 2003

CITY OF LONDON SCHOOL

ACCESSIBILITY PLAN

Introduction

- 1 The SEN and Disability Act (SENDA) 2001 amended part 4 of the Disability Discrimination Act (DDA) 1995 by introducing new duties upon LEAs and schools in respect of disabled pupils and prospective pupils. According to the Act a person has a disability if he or she has 'a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities'. The DDA definition differs from definitions in education Special Educational Needs legislation. Not all disabled children will have a special educational need or leaning difficulty.

From now the main new duties for schools, following SENDA, are:

- not to treat disabled pupils less favourably; and
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- 2 Substantial disadvantage is defined in the Disability Rights Commission Code of Practice for Schools 2002 as 'more than minor or trivial' and explained (in paragraph 6.11 of the Code):

'In considering what might constitute a substantial disadvantage, the school will need to take account of a number of factors. These may include: the time and effort that might need to be expended by a disabled child; the inconvenience, indignity or discomfort a disabled child might suffer; the loss of opportunity or the diminished progress that a disabled child may make in comparison with his or her peers who are not disabled.'

- 3 Where physical features of premises place a disabled pupil at a disadvantage in comparison with non-disabled children, the school will be required to do everything it reasonably can to mitigate the effects of the feature and provide the pupil with access to the educational service. For example where a school does not have appropriate physical access for disabled pupils to above ground floors as much of the curriculum as possible should be delivered to the pupil and his peers on the ground floor.

There are two exceptions to the reasonable adjustments duty. Schools are not required to:

- provide auxiliary aids or services
 - remove or alter physical features
- 4 Schools are also required to prepare accessibility plans for increasing over time the accessibility of schools for disabled pupils.

This City of London School Accessibility Plan draws on advice from DfES Guidance 'Accessible Schools: Planning to increase access to schools for disabled pupils' ref: LEA/0168/2202, and the attached grid derives from Annex E 'Creating an Accessibility Plan' in that guidance.

- 5 The new duty to plan to increase the accessibility of schools for disabled pupils came into force in September 2002 and schools have to prepare and put in place the first written plan by April 2003. The first plans and strategies will run for a period of 5 years from April 2003 – March 2008, although the planning period can be longer if required.

- 6 The new duties include a requirement for institutions to think about the needs of disabled students in advance. This will reduce the number of adjustments that need to be made on an ad hoc basis in response to an individual disabled pupil, thus creating an environment where provision for disabled pupils is seen as on a par with, and not different from, that for other pupils.
- 7 According to advice received from the Council for Disabled Children it is thought that the first school accessibility plans are likely to identify areas for consideration and become more detailed after the first year.
- 8 Schools are required to plan for:
 - increasing access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers entry into the school.
 - improving access to the physical environment of schools. This covers improvements to the physical environment of the school and physical aids to access education.
 - improving the delivery of written information to disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupil's and parents' preferred formats and be made available within a reasonable timeframe.
- 9 This School Plan is closely linked to the School's Special Educational Needs (SEN) Policy and should be read in conjunction with it. The current City of London School SEN Policy states that 'the School is committed to the aims of providing a broad, balanced and relevant curriculum and promoting the pursuit of excellence by each pupil, irrespective of ability or Special Educational Need. As a School we accept responsibility for both the physical and educational needs of our pupils.' Revision of the SEN policy is planned and this will take into account the needs of disabled pupils, becoming a new SEN & Disability Policy for the School.

Increasing access for disabled pupils to the school curriculum

A. Selection and preparation for admission

- 10 In their admission arrangements schools must not, according to the Disability Rights Commission, discriminate against a disabled person:
 - in the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria;
 - in the terms on which the responsible body offers admission to the school; by refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.

Disability Rights Commission 'Code of Practice for Schools' (2002), para 4.22

- 11 City of London School is a selective independent school. The procedure of selection comprises of an assessment of academic abilities and an evaluation of thinking, oral and social skills, with general awareness and confidence also being taken into consideration.

Currently special arrangements are made for applicants to the School who have an Educational Psychologist's report showing they have dyslexia and/or dyspraxia. These arrangements can include use of a laptop or extra time in the entrance examination(s). To date no application has been received from a student with a disability (e.g. a sensory impairment) sufficiently severe to warrant an alternative format to the entrance examination. However the duty on schools to make adjustments is anticipatory. Schools cannot, in general, wait until a disabled pupil has arrived before making reasonable adjustments. Nor should they wait until a disabled child seeks admission to the School or is admitted as a pupil to consider what reasonable adjustments it might make generally to meet the needs of disabled pupils. It will be important for the school to be aware of how provision will be made in the selection process for a disabled applicant. As with all staff, disability equality training for those involved in the selection process will be important to make sure there is no discrimination against disabled applicants, and the selection procedure should be reviewed and may need revising so as conform to legal requirements.

- 12 To ensure appropriate arrangements are made, Registration Forms will include a request for information on any disability a prospective pupil may have, together with a pupil and parental view on any reasonable adjustments a pupil may require in relation to Prospective Parents' Meetings, the entrance examination, interview or entry to the School. In addition, there will be an offer of a special early admissions meeting with parents of disabled prospective pupils to discuss any arrangements for exams.
- 13 When considering admitting a disabled prospective pupil the School will need to ensure that reasonable steps are taken so that the pupil is not placed at a substantial disadvantage. The reasonable adjustment duty assumes that the involvement of a disabled pupil will be in every aspect of the life of the School. Careful consideration will need to be given as to how that participation is best facilitated in determining what a reasonable step might be. This needs to be weighed against the potential for a disabled pupil being placed at a substantial disadvantage.
- 14 The Disability Rights Commission states that 'where any of these factors is relevant it may be taken into account:
 - the need to maintain academic, musical, sporting and other standards;
 - the financial resources available to the responsible body (the school governors);
 - the cost of taking a particular step;
 - the extent to which it is practicable to take a particular step;
 - the extent to which aids and services will be provided to disabled pupils under part IV of the Education Act 1996; *
 - health and safety requirements;
 - the interests of other pupils and persons who may be admitted to the school as pupils.'

Disability Rights Commission 'Code of Practice for Schools' (2002) (para. 6.30)

*In the case of independent schools the Disability Rights Commission states:

'Where pupils attend an independent school at their parents' expense they do not have access to auxiliary aids and services through the SEN framework. Auxiliary aids and services are normally made available by the school, and parents are usually charged for them.

Independent schools, where they are educating children at their parents' expense, can make specialist tuition available and can charge parents for this. Less favourable

treatment might occur if charges were made at a level designed to deter disabled pupils from coming to the school.'

Disability Rights Commission 'Code of Practice for Schools' (2002)
(Paras 6.21 & 6.22)

B. Teaching and curriculum organisation

- 15 When planning, teachers will need to set high expectations and provide opportunities for all to succeed, including pupils with disabilities. They should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. To create effective learning environments this will include valuing all contributions, ensuring pupils feel secure and able to contribute appropriately, and that all forms of bullying will be challenged.
- 16 Teachers must take account of potential barriers to learning and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. Also, during assessments, teachers should bear in mind that special arrangements should be available to support individual pupils.
- 17 Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Disabled pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists. Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.
- 18 Teachers will need to plan for pupils' full participation in learning and in physical and practical activities through:
 - using specialist aids and equipment
 - providing support from adults or peers when needed
 - adapting tasks or environments
 - providing alternative activities, where necessary
- 19 Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers will need to take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the curriculum and any assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work
- 20 Teachers should also take specific action to enable the effective participation of pupils with disabilities, for example by:
 - planning appropriate amounts of time to allow for the satisfactory completion of tasks
 - planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
 - identifying aspects of the curriculum that may present specific difficulties for individuals.
- 21 Examples given in the National Curriculum Inclusion Statement are:
Examples for planning to complete tasks

Teachers plan appropriate amounts of time to allow pupils to complete tasks satisfactorily through:

- taking account of the very slow pace at which some pupils will be able to record work, either manually or with specialist equipment, and of the physical effort required
- being aware of the high levels of concentration necessary for some pupils when following or interpreting text or graphics, particularly when using vision aids or tactile methods, and of the tiredness which may result
- allocating sufficient time, opportunity and access to equipment for pupils to gain information through experimental work and detailed observation, including the use of microscopes
- being aware of the effort required by some pupils to follow oral work, whether through use of residual hearing, lip reading or a signer, and of the tiredness or loss of concentration which may occur.

Examples for developing skills in practical aspects

Teachers create opportunities for the development of skills in practical aspects of the curriculum through:

- providing adapted, modified or alternative activities or approaches to learning in physical education and ensuring that these have integrity and equivalence to the curriculum and enable pupils to make appropriate progress
- providing alternative or adapted activities in science, art and design and design and technology for pupils who are unable to manipulate tools, equipment or materials or who may be allergic to certain types of materials
- ensuring that all pupils can be included and participate safely in geography fieldwork, local studies and visits to museums, historic buildings and sites.

Source 'Inclusion: providing effective learning opportunities for all pupils.' The National Curriculum Inclusion Statement (DfES/QCA 1999)

- 22 It is recognised, however, that there is a need to ensure that skills are more specifically developed to enable teachers to provide effectively for pupils with a range of disabilities. Staff training and development will take place to ensure that curriculum access is further enhanced.
- 23 The 2003 Access Assessment did not cover all the School's sporting facilities and an access audit of these facilities should be completed as soon as possible.

The Physical Education Department will need to make plans to consider provision for disabled pupils. Specifically for disabled pupils who cannot access an activity teachers will need to provide one or all of the following:

- adapted, modified or alternative activities that have integrity and equivalence to the activities followed by other pupils and that enable the pupils to make progress
- specific support to enable them to participate in certain activities or types of movement
- careful management of their physical regime to allow for specific medical conditions.

- 24 The theatre, where drama lessons and other activities often take place has access difficulties which have been identified in the 2003 Access Assessment. For disabled pupils there will need to be reasonable adjustments made for them to access drama activities.
- 25 It will be unlawful to exclude a disabled pupil because he has a disability and the School will need to review its exclusions policy and revise as appropriate. In this context it should be noted that only a behaviour difficulty arising from a mental illness or medical condition recognised by a respected body of medical opinion is covered by the Disability Discrimination Act. Where a pupil has a behaviour difficulty arising from social or domestic circumstances it is likely that this difficulty is not covered by disability discrimination legislation.
- 26 Recreation and after school clubs: Most recreational areas for break and lunchtimes are accessible, except those identified by the 2003 Access Assessment. Most after school clubs will be accessible, except possibly the CCF, where an alternative activity is already available. Access to school trips may require alternative forms of transport e.g. a taxi instead of use of the Underground.

C. Support for Specific Areas of Need

- 27 City of London School's SEN policy describes the Learning Support Programme that has been developed in the School and covers areas that are targeted, including dyslexia, dyspraxia, disorganisation and attention deficit. This Learning Support Programme is co-ordinated by the Head of Learning Support. The SEN policy is to be reviewed and the needs of disabled pupils will be included in a new SEN and Disability Policy.
- 28 School staff have already begun to list the adaptations appropriate to support pupils with a variety of disabilities. They are starting to consider the appropriateness of teaching methodology, furniture, technical facilities and support, to meet the needs of pupils with sensory impairment, physical disabilities and medical conditions as well as those with dyslexia and dyspraxia.
- 29 In addition to these preliminary lists, working with others including medical advisers, Educational Psychologists, the School has the advantage of a Nurse who is on-site daily, a Counsellor and an Educational Psychologist who each can be contacted by parents for assessment and on-going work with pupils, and access to a range of services through the Corporation of London.
- 31 It will also be important for teachers to overcome difficulties for disabled pupils presented by particular aspects of the teaching and learning programme,

for instance by:

- using approaches to enable hearing-impaired pupils to learn about sound in science and music
- helping visually impaired pupils to learn about light in science, to access maps and visual resources in geography and to evaluate different products in design and technology and images in art and design
- providing opportunities for pupils to develop strength in depth where they cannot meet the particular requirements of a subject, such as the visual requirements in art and design and the singing requirements in music

- discounting these aspects in appropriate individual cases when required to make a judgment against level descriptions.
- 32 Health and Safety: There is a School Nurse on site daily during normal school hours so the administration of any medicines required should not pose a problem. General health and safety procedures, including the evacuation procedure will need to be reviewed and revised where appropriate to incorporate the needs of disabled pupils.

Improving access to the physical environment

- 33 The reasonable adjustments duty does not require the School Governing Body to provide auxiliary aids and services, nor does it require the Governing Body to make alterations to the physical features of the School. There is however a planning duty which includes physical improvements to increase access to education and associated services. As part of this accessibility plan in January 2003 an Access Assessment of the School was commissioned from the Corporation's Access Adviser and her report should be read alongside this plan. The School will need to include items identified in the 2003 Access Assessment in their programme of school improvements. The School had already completed its own access audit.

Improving the delivery of written information

- 34 Written information provided to pupils in schools covers a wide range of areas. Most obviously there is the curriculum material provided through textbooks and worksheets. This can be complemented by written information on black or white boards, flip charts, or overhead transparencies. When new equipment is being acquired by the school it will be important to consider access issues, to ensure that the needs of all pupils are met and the future needs of all pupils considered.
- 35 Nationally many schools are developing the use of ICT whiteboards and other developing technologies which present computer-generated information on a whiteboard format. The greater use of computers in schools also means that information can be provided through computer screens. ICT offers opportunities to ensure that accessibility for all learners is considered when purchasing new hardware/software and peripherals or setting up new systems.
- 36 In addition to curriculum information there is the wide variety of other information provided by schools to its pupils. This can be the class timetable, the information on a class excursion, the weekly school newsletter, and the school flyer. It should be possible to develop a strategy for providing information in an accessible way to pupils with most disabilities – recognising that different pupils are likely to require different responses in different situations.
- 37 The Corporation of London's Access Team can put into Braille small word documents on request (three or four days advance notice should be given). They also have a portable induction loop that may be borrowed on occasion by prior booking. The Corporation's staff handbook provides a list of outside organisations who can provide British Sign Language Interpreters and places where larger documents can be put into Braille.

38 To help the School provide effective communication of information to all its pupils, consideration should be given to utilising the Corporation of London's Education Services' link up with the London Borough of Tower Hamlets, who are planning to:

- Provide a training module through their Support for Learning Service on ensuring access to text in three main areas of impairment; physical, hearing and visual (each component covering, in addition, the issues of differentiation and/or scaffolding)
- Develop a support pack on information delivery in the three areas which can be distributed to teachers working with pupils experiencing these impairments
- Develop examples of good information delivery through different media in different contexts which schools can access to improve their own practice
- Develop ICT-based responses, and templates, which can provide a basis for schools' to develop effective information delivery in both curriculum and organisational/administrative areas
- Ensure that training in specialised areas – e.g Braille and BSL is available to ensure that effective communication can take place.

CITY OF LONDON SCHOOL ACCESSIBILITY PLAN 2003 –2008

	<i>Targets</i>	<i>Strategies</i>	<i>Outcome</i>	<i>Timeframe</i>	<i>Goals to be Achieved</i>
Short term	Disability Rights Commission's Code of Practice for Schools being implemented as a working policy for the support of pupils with disabilities throughout the school site	Senior staff and others, including the Head of Learning Support, consider the full implications of the DRC's Code as working policy throughout whole school site	New SEN & Disability Policy drafted, agreed, and used as a working document	Ongoing	Provision and practice in relation to pupils with disability implemented along lines of Code throughout whole school
	Selection procedure for admission to the school to be implemented along the lines of the DRC's Code of Practice for Schools	Staff involved in selections and admissions receive Disability Equality training, and review and revise selection procedures as appropriate	Selection and admissions procedure reviewed and revised as appropriate.	Spring 2004	Selection and admission to school of disabled pupils implemented along the lines of the Code of Practice
	List of common disabilities and range of potential adjustments drawn up	School staff work with agencies – including medical advisors, advisory teachers and Educational Psychologists to draw up list	List in use and staff aware of and using adjustments	Autumn 2004	Improved access to curriculum and other education services
	Targets	Strategies	Outcome	Timeframe	Goals to be Achieved

Short term continued	All documentation related to SEN and disability reviewed and updated	Use IT to streamline and improve management and strategies to support pupils with SEN & disabilities	Documentation in line with DRC's Code	Autumn 2004	Improved documentation aids delivery of strategies to support pupils with SEN & disabilities
	Health & safety procedures incorporated needs of disabled pupils	Review and revise health and safety procedures , including evacuation procedure	Procedures meet requirements of DRC Code	Autumn 2004	Health and safety of disabled pupils maximised
	Exclusions procedure in line with Code of Practice	Review exclusions procedure and revise as appropriate	No pupil with disability excluded because he has a disability	Autumn 2003	No discrimination in exclusions
Medium Term	Training for teachers on meeting a range of needs	After an audit, the School decides which teachers would benefit from additional training.	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing curriculum.	Spring 2005	Increase in access to the curriculum
	Improved practice of School staff on meeting needs of disabled pupils	After an audit, the School decides which staff would benefit from Disability Awareness training	School staff are able to understand and meet the needs of pupils with disabilities	Spring 2005	Improved support for pupils with disabilities throughout the School
	Targets	Strategies	Outcome	Timeframe	Goals to be Achieved

Medium term continued	Auxiliary aids to support disabled pupils available as appropriate	Sources for auxiliary aids identified following appropriate advice. Appropriate charging policy for parents agreed	Appropriate auxiliary aids available for pupils on admission to School, reviewed and updated as appropriate	Spring 2005	Full access to the curriculum for disabled pupils
	All School policies and procedures take into consideration the particular needs of pupils with disabilities	School staff on a rolling programme consider the implications for disabled pupils of current school procedures and policies, and revise as appropriate	Needs of disabled pupils met in all aspects of School life wherever possible	Autumn 2005	Greater range of needs met throughout the School
	Improved access to health professionals, leading to improved multi-agency work	Staff make contact with health professional and foster improved understanding and links	Health professional work more closely in multi-agency work with School	Summer 2005	Improved health care for pupils with disabilities
	Improved Physical Education opportunities for disabled pupils	PE staff receive training in PE for disabled pupils	School staff are able to deliver improved PE opportunities for disabled pupils	Summer 2005	Improved physical skills and well-being for pupils with disabilities
	After school clubs and activities more accessible to disabled pupils	Staff consider needs of disabled pupils in after school clubs and activities	Improved access to after school clubs and activities	Spring 2005	Out of school hours needs of disabled pupils met more appropriately
	Targets	Strategies	Outcome	Timeframe	Goals to be Achieved

Medium term continued	Availability of written material in alternative formats	School staff make themselves aware of the services available through the Corporation's Access Team and other sources for converting written information into alternative formats.	If needed the School can provide written information in alternative formats	Autumn 2005	Delivery of information to disabled pupils and parents improved
Long term	Physical access to school and curriculum improved as advised by Access Assessment January 2003 and any further access audit	Planned use of building funds	Over a five year period improved access	Spring 2007	Accessibility to School increased
	Sports facilities more accessible to disabled pupils	Following an Access audit to Sports & Physical Education facilities access improved to these activities	Disabled access to sports & PE facilities improved	Spring 2007	Accessibility to sports and PE curriculum increased
	Targets	Strategies	Outcome	Timeframe	Goals to be Achieved
Long term	School furniture,	Planned use of	Over a five year	Spring 2006 and	Accessibility to

continued	equipment and ICT resources more accessible for disabled pupils	resources on rolling programme. School takes note of good practice in other schools.	period when furniture, equipment and ICT resources replaced needs of disabled pupils catered for as finances allow	ongoing	curriculum increased
	Provide effective communication of information to all pupils & parents	Consider utilising the Corporation of London's Education Services' link up with the London Borough of Tower Hamlets –see para above	Over a five year period improved communication to pupils and parents with disabilities	Spring 2007	Communications to pupils and parents fully accessible

Pippa Jackson, Access Adviser of the City of London Corporation visited the School in May 2006 and produced a report acknowledging the progress made since her previous visit in March 2005. She will be visiting again in 2007 to assess the progress made in the new academic year.

CITY OF LONDON SCHOOL ACCESSIBILITY PLAN 2003-2008 (revised June 2006)

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short term	Disability Rights Commission's Code of Practice for Schools being implemented as a working policy for the support for pupils with disabilities throughout the school site	Senior staff and others, including the Head of Learning Support, continue to keep under review the full implications of the DRC's Code as working policy throughout whole school site	School's SEN & Disability Policy used as a working document	Ongoing	Provision and practice in relation to pupils with disability implemented along lines of Code throughout whole school.
	Selection procedure for admission to the school conforms to the requirement of the DRC's Code of Practice for Schools	Staff involved in selections and admissions review procedures after current round and amend as appropriate.	Selection and admissions procedure reviewed and revised as appropriate.	Autumn 2006	Selection and admission to school of disabled pupils conforms to legal requirements
	List of common disabilities and range of potential adjustments drawn up to include Attention Deficit (Hyperactive) and Autistic Spectrum Disorders	School staff work with agencies – including medical advisors, advisory teachers and EP where necessary to extend list	List in use and staff aware of and using adjustments	Autumn 2006	Improved access to curriculum and other education services
	Health & safety procedures incorporate needs of disabled pupils	Review and revise health and safety procedures , including evacuation procedure	Procedures meet requirements of DRC Code	Spring 2007	Health and safety of disabled pupils maximised
	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short term	All documentation	Use IT (including Sims.	Documentation in	Autumn 2006	Improved documentation

continued	related to SEN and disability reviewed and updated	Net) to streamline and improve management and strategies to support pupils with SEN & disabilities	line with DRC's Code		aids delivery of strategies to support pupils with SEN & disabilities
	Exclusions procedure in line with Code of Practice	Review exclusions procedure and revise as appropriate – consider especially implications of ADHD	No pupil with disability excluded for reasons related to disability	Autumn 2006	No discrimination in relation to exclusions
Medium Term	Training for teachers on meeting a range of needs	Heads of Department and Heads of Year to receive and then cascade training, particularly for new staff	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing curriculum.	Summer 2007	Increase in access to the curriculum
	Improved practice of school staff on meeting needs of disabled pupils	After an audit, the school decides which staff would benefit from Disability Awareness training	School staff are able to understand and meet the needs of pupils with disabilities	Summer 2007	Improved support for pupils with disabilities throughout the school
	Auxiliary aids to support disabled pupils available as appropriate	Charging policy for parents agreed. Consider needs for one-off and/or long term purchases – also where student is on bursary	Appropriate auxiliary aids available for pupils on admission to school, reviewed and updated as appropriate	Ongoing	Full access to the curriculum for disabled pupils
	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Medium Term	All school policies and procedures take into	School staff on a rolling programme consider the	Needs of disabled pupils met in all	Ongoing	Greater range of needs met throughout the school

continued	consideration the particular needs of pupils with disabilities	implications for disabled pupils of current school procedures and policies, and revise as appropriate	aspects of school life wherever possible		
	Improved access to health professionals, leading to improved multi-agency work	Staff make contact with health professional and foster improved understanding and links	Health professional work more closely in multi-agency work with school	Ongoing	Improved health care for pupils with disabilities
	Improved Physical Education opportunities for disabled pupils	PE staff receive training in PE for disabled pupils. Consider training initially for SEN rep in PE dept.	School staff are able to deliver improved PE opportunities for disabled pupils	Ongoing for new staff	Improved physical skills and well-being for pupils with disabilities
	After school clubs and activities more accessible to disabled pupils	Staff consider needs of disabled pupils in after school clubs and activities	Improved access to after school clubs and activities	Ongoing	Out of school hours needs of disabled pupils met more appropriately
	Availability of written material in alternative formats	School staff make themselves aware of the services available through the City's Access Team and other sources for converting written information into alternative formats.	If needed the school can provide written information in alternative formats	Summer 2007	Delivery of information to disabled pupils and parents improved
	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Long term	Physical access to school and curriculum improved as advised by	Planned use of building funds	Over a two year period improved access	Ongoing	Accessibility to school increased

	Access Assessment January 3003 and update summer 2006				
	Sports facilities more accessible to disabled pupils	Following an Access audit to Sports & Physical Education facilities access improved to these activities	Disabled access to sports & PE facilities improved	Autumn 2007	Accessibility to sports and PE curriculum increased
	School furniture, equipment and ICT resources more accessible for disabled pupils	Planned use of resources on rolling programme. School takes note of good practice in other schools.	Over a period when furniture, equipment and ICT resources replaced needs of disabled pupils catered for as finances allow	Ongoing	Accessibility to curriculum increased
	Provide effective communication of information to all pupils & parents	Consider utilising the Corporation of London's Education Services' link up with the London Borough of Tower Hamlets –see para above	Over a three year period improved communication to pupils and parents with disabilities	Autumn 2007	Communications to pupils and parents fully accessible

CITY OF LONDON SCHOOL ACCESSIBILITY PLAN 2006-2008 [Revised June 2007]

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short term	Disability Rights Commission's Code of	Senior staff and others, including the Head of	School's SEN & Disability Policy used	Ongoing	Provision and practice in relation to pupils with disability implemented

	Practice for Schools being implemented as a working policy for the support for pupils with disabilities throughout the school site	Learning Support, continue to keep under review the full implications of the DRC's Code as working policy throughout whole school site	as a working document		along lines of Code throughout whole school.
	Selection procedure for admission to the school conforms to the requirement of the DRC's Code of Practice for Schools	Staff involved in selections and admissions review procedures after current round and amend as appropriate.	Selection and admissions procedure reviewed and revised as appropriate.	Autumn 2006	Selection and admission to school of disabled pupils conforms to legal requirements
	List of common disabilities and range of potential adjustments drawn up to include Attention Deficit (Hyperactive) and Autistic Spectrum Disorders	School staff work with agencies – including medical advisors, advisory teachers and EP where necessary to extend list	List in use and staff aware of and using adjustments	Autumn 2006	Improved access to curriculum and other education services
	Health & safety procedures incorporate needs of disabled pupils	Review and revise health and safety procedures , including evacuation procedure	Procedures meet requirements of DRC Code	Spring 2007	Health and safety of disabled pupils maximised
	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short term continued	All documentation related to SEN and disability reviewed and updated	Use IT (including Sims. Net) to streamline and improve management and strategies to support pupils with SEN & disabilities	Documentation in line with DRC's Code	Autumn 2006	Improved documentation aids delivery of strategies to support pupils with SEN & disabilities

	Exclusions procedure in line with Code of Practice	Review exclusions procedure and revise as appropriate – consider especially implications of ADHD	No pupil with disability excluded for reasons related to disability	Autumn 2006	No discrimination in relation to exclusions
Medium Term	Training for teachers on meeting a range of needs	Heads of Department and Heads of Year to receive and then cascade training, particularly for new staff	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing curriculum.	Summer 2007	Increase in access to the curriculum
	Improved practice of school staff on meeting needs of disabled pupils	After an audit, the school decides which staff would benefit from Disability Awareness training	School staff are able to understand and meet the needs of pupils with disabilities	Summer 2007	Improved support for pupils with disabilities throughout the school
	Auxiliary aids to support disabled pupils available as appropriate	Charging policy for parents agreed. Consider needs for one-off and/or long term purchases – also where student is on bursary	Appropriate auxiliary aids available for pupils on admission to school, reviewed and updated as appropriate	Ongoing	Full access to the curriculum for disabled pupils
	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Medium Term continued	All school policies and procedures take into consideration the particular needs of pupils with disabilities	School staff on a rolling programme consider the implications for disabled pupils of current school procedures and policies, and revise as appropriate	Needs of disabled pupils met in all aspects of school life wherever possible	Ongoing	Greater range of needs met throughout the school

	Improved access to health professionals, leading to improved multi-agency work	Staff make contact with health professional and foster improved understanding and links	Health professional work more closely in multi-agency work with school	Ongoing	Improved health care for pupils with disabilities
	Improved Physical Education opportunities for disabled pupils	PE staff receive training in PE for disabled pupils. Consider training initially for SEN rep in PE dept.	School staff are able to deliver improved PE opportunities for disabled pupils	Ongoing for new staff	Improved physical skills and well-being for pupils with disabilities
	After school clubs and activities more accessible to disabled pupils	Staff consider needs of disabled pupils in after school clubs and activities	Improved access to after school clubs and activities	Ongoing	Out of school hours needs of disabled pupils met more appropriately
	Availability of written material in alternative formats	School staff make themselves aware of the services available through the City's Access Team and other sources for converting written information into alternative formats.	If needed the school can provide written information in alternative formats	Summer 2007	Delivery of information to disabled pupils and parents improved
	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Long term	Physical access to school and curriculum improved as advised by Access Assessment January 3003 and update summer 2006	Planned use of building funds	Over a two year period improved access	Ongoing	Accessibility to school increased
	Sports facilities more	Following an Access audit	Disabled access to	Autumn 2007	Accessibility to sports and PE

	accessible to disabled pupils	to Sports & Physical Education facilities access improved to these activities	sports & PE facilities improved		curriculum increased
	School furniture, equipment and ICT resources more accessible for disabled pupils	Planned use of resources on rolling programme. School takes note of good practice in other schools.	Over a period when furniture, equipment and ICT resources replaced needs of disabled pupils catered for as finances allow	Ongoing	Accessibility to curriculum increased
	Provide effective communication of information to all pupils & parents	Consider utilising the Corporation of London's Education Services' link up with the London Borough of Tower Hamlets – see para above	Over a three year period improved communication to pupils and parents with disabilities	Autumn 2007	Communications to pupils and parents fully accessible