

Reasonable Adjustments Policy (incorporating the three-year Accessibility Plan)

Twyford is a School:

- Where we promote an enduring love of learning.
- Where each child is respected as an individual.
- Where we engender a clear appreciation of the traditional ethical and spiritual precepts of our Christian foundation.
- Where children feel safe and unconditionally valued.
- Where excellence is identified and where each child may extend themselves.
- Where staff are our most cherished resource.
- Where pupils engage with technology as a means of extending systematic enquiry.
- Where there is a partnership between staff, pupils, parents and governors.

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Reviewed By:	Andrew Harvey (Headmaster)	12 th October 2021
Governor Review by:	Estates Committee	14 th October 2021
Updated:	Academic & Pastoral Committee	12 th May 2023

Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
EYFS	Early Years Foundation Setting

This policy applies to all pupils of Twyford School, including those in the Early Years Foundation Stage.

This policy should be read in conjunction with our Special Educational Needs and Disability (SEND) Policy.

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1. Aim of the Reasonable Adjustments Policy

Twyford School has high ambitions for all of its pupils and expects them to participate and achieve in every aspect of School life. We are committed to equal opportunities and inclusion for all members of the School community. In all situations we are conscious of our duty: not to treat disabled pupils less favourably, and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education.

The School's aims are aligned with [Schedule 10 of the Equality Act 2010](#) in that it seeks to:

1. Increase the extent to which disabled pupils can participate in the School's curriculum,
2. Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled,
3. Improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School.

We welcome all pupils and staff, irrespective of race, gender, creed, religion or belief, culture, sexual orientation, specific educational need or disability. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability. This is reflected in our admissions policy.

The duty to make 'reasonable adjustments' does not include a duty to change physical features. From 1 September 2012 it does include a duty to provide auxiliary aids and services: 'where a disabled person would, but for the provision of the auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, a duty to take such steps as it is reasonable to have to take to provide the auxiliary aid'. There are no generic answers provided as to what is a reasonable adjustment. We will interpret this duty as always being child specific and context specific. Many suggestions made in the non- statutory advice from the DfE, or statutory guidance aimed at state schools or LAs, could be viewed as steps/adjustments which could potentially be reasonable for independent schools to make for pupils with disabilities. We will always look to support each individual pupil so that they can thrive and make good progress within our setting.

2. The Accessibility Plan

[Schedule 10 of the Equality Act 2010](#) requires the school to prepare, maintain and further a plan in writing to deliver the aims set out above within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

3. Definition of disability

All pupils who are defined by the Equality Act 2010 as being disabled have, under the disability discrimination planning duties, an entitlement of accessibility to our School. We therefore have a general duty to improve the accessibility of our School for disabled pupils.

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse impact on a person's ability to carry out normal day-to-day activities' (*see definition below of normal day-to-day activities*).

Physical or mental impairment includes sensory impairments and also hidden impairments. In the Equality Act 2010 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils may therefore be included in the definition.

4. Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

5. Disability and special educational needs (SEND)

Many children who have SEND will also be defined as having a disability under the DDA. It is likely that many of the pupils who have SEND and an EHCP or who are receiving SEND support will count as disabled. However, not all children who are defined as disabled will have SEND.

For example, those with severe asthma, arthritis or diabetes may not have SEND but may have rights under the DDA. Similarly, not all children with SEND will be defined as having a disability under the Disability Discrimination Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

6. Information about the School

Twyford School is a co-educational Independent Prep School. The School is housed on a country campus, catering for boys and girls from 2-13 years. The School is selective and most of the children are of above average ability but some have a special educational need. Curriculum access is addressed on a case by case basis. For those children who require additional SEND support, school fees include 1½ to 2 hours of group support each week. Any additional costs, particularly for one to one support to accommodate a EHCP plan, are discussed with the parents.

7. Admissions

Twyford School is a selective School and we welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of Twyford School. The School must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful School career and emerge a confident, well-educated and well-rounded young person with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at the School.

The School's policy is to apply these criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability. Treating every child as an individual is important to us and we welcome pupils with special educational needs, providing that their needs can be met. We do not however, have the facilities to offer highly specialised and intensive treatment.

We advise parents of children with learning difficulties to discuss their child's requirements with the School before he or she sits an entrance assessment so that we can make adequate provision for him/her. Parents should provide a copy of any professional reports or Education Health Care Plan.

One of the obvious problems which the School has (in common with many other schools) is its layout which covers a wide area and consists of many separate and some historic and even listed buildings of several stories and without lifts, which have grown up since the School was founded. Another is the system, again common to many schools, of having fixed classrooms for each subject, based on the valid ground of having all the facilities for one subject in one place. This requires pupils to go from classroom to classroom, often up steps or stairs in buildings without lifts. It is not hard to conclude that any pupil with impaired mobility is going to be put at a disadvantage by these problems, if not prohibited altogether from access to some or all of the educational and other facilities the School offers. Nor can these matters be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features of the School at prohibitive cost. Even the fruition of long-term plans can only go some way to ameliorate the position.

Each pupil with a disability requires special consideration.

SEND is the responsibility of all staff. Our learning support department, known as the Hub, has specialist teachers and learning assistants who support and advise staff and, where necessary, intervene with additional support for individuals.

8. The School's strengths and weaknesses in working with disabled pupils

All staff have experience of working with a range of pupils with specific needs. Training is provided through a cycle of staff INSET to raise awareness of needs and also of strategies for effective classroom practice in meeting needs.

Teachers may contribute to the development of Individual Learning Profiles. These contain information on each pupil with special needs/disabilities and outline their strengths, difficulties and strategies for supporting them in the classroom. Further details can be found in our SEND Policy.

The Head of Hub (SENDCo) is the named teacher responsible for the access arrangements and is the coordinator for liaison with a range of Outside Agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These agencies include:

- Hampshire Children's Services;
- Speech and Language Therapy Service;
- Occupational Therapy / Physiotherapy Service;
- Educational and Clinical Psychologists;

The Head of Hub will liaise with staff from other schools where children with additional needs transfer to us and ensures close liaison with parents and staff to ensure that all relevant information is passed on and any appropriate adjustments and preparations can be made for the pupil.

All pupils with disabilities and/or Special Educational Needs follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits. Disability awareness is actively encouraged through PSHE and Assemblies.

The physical layout of the School presents some difficulties for less mobile pupils. In particular it may not be possible for them to access all floors, but where necessary and possible, the timetable can be adjusted to provide a ground floor room. Portable ramps to allow wheelchair access as required are available. There are also accessible toilet facilities at the Saxon Court classrooms and in the sports hall.

9. Monitoring and review

This Accessibility Plan will be reviewed biennially by the Bursar, the Head of Hub and Headmaster and signed off by the Estates Committee.

The physical characteristics of the site and the buildings provide significant issues with regard to access for pupils with reduced mobility. A number of adjustments have been considered, and where cost and practicalities allow these may be included in the Accessibility Plan.

10. Education

The majority of classrooms have ground floor access except Science, Art and IT which are located on the first floor and have no lift access.

Some subjects and teaching areas, must have an even higher regard for safety for specific types of disability e.g. sight or hearing-impaired, dyslexia, etc. Staff will continue to be made aware of students with disabilities and/or Special Educational Needs (by the Head of Hub, Heads of Department, Matrons, Head of Sport and Boarding Housemaster).

Staff will continue to be made aware of strategies to make “reasonable adjustments” within the classroom and sporting fields so as not to place disabled students at a substantial disadvantage in accessing the curriculum.

Staff adapt their teaching to the learning patterns of all the students according to their abilities and needs. Such differentiation should be reflected in Departmental Schemes of Work.

The implementation of reasonable adjustments to classroom /sports facilities management, teaching and expectations, should not prejudice the progress of other students, nor their Health and Safety (e.g. labs, workshops, sports equipment).

The School will continue to provide equal access to all School activities for disabled students, within the constraints of the physical nature of the site, the budgetary costs, the Health and Safety implications and difficulties of supervision

11. Boarding

Boarding accommodation is currently situated on the first floor of the main School building for security reasons. In February 2021 the School purchased Orchard Close which is currently being remodified and will become the School’s new home for boarding from Spring 2022. Orchard Close will have facilities to accommodate boarders with reduced mobility.

12. School Trips

Individual Risk Assessment and management strategies will be provided for disabled students engaged in school trips or visits.

13. Personal Emergency Evacuation Plan

A Personal Emergency Evacuation Plan (PEEP) are prepared by form tutors for pupils with permanent and/or temporary disabilities who may struggle to safely reach the evacuation muster point in the event a building must be evacuated. Please refer to our Fire Policy for more details.

14. Specific Strands for Implementation

a. Strand 1: increase the extent to which disabled pupils can participate in the School's curriculum

Task	Actions	Responsible	Timescale	Monitoring	Outcomes
Training for pupils whose access to the curriculum will be improved by the use of docsplus	Individual session with pupil to set docsplus up for them as an individual	Hub staff	Ongoing as necessary	SENDCO	Number of pupils using docsplus gradually increases. Teachers see an improvement in the quality and amount of work produced by pupils with SEND
Encourage the use of the hub facilities by all pupils in the School thus promoting inclusion and reducing stigma	Programme of events published to all pupils and parent Staff encourage all pupils to make use of the hub including displaying the program	Hub Staff Teaching staff	Ongoing	Hub staff	Pupils from all years access the Hub.
Provision of a robust programme of support for those pupils with SEND to enable them to cope and flourish in class.	Individuals with SEND's needs are identified and appropriate support is put in place for them	Hub staff	Every September and throughout the year are needs arise	Class teachers and SENDCO	Gradual reduction in the amount of support needed by pupils with SEND where appropriate and/or evidence they are making expected progress in class
Ensure needs of those unable to swim for medical reasons are being met	Provision of additional lesson in hub during swimming. Liaison with matrons in case of changes	HubStaff Matrons	Start of each academic year with review part way through the year	Head of Sport	Pupils are able to take part when medically allowed but otherwise time spent usefully.

Task	Actions	Responsible	Timescale	Monitoring	Outcomes
(e.g. hearing impairment)					
Improve extra-curricular and sports provision for those with disabilities	Provision of alternative sports for pupils who are unable to play or cannot cope with rugby	Head of sport	Each term dependent on need	Head of Sport	Pupils who find sport difficult have needs met in other ways.
Improve access to boarding for pupils with SEND	As the need arises meeting held with parents and boarding staff to ascertain needs/adaptations	SENDCO Head of boarding Matron			
	Induction into the boarding house carefully managed	SENDCO Head of boarding Matron	Meeting held within a week of enquiry, timescale to meet the needs of the pupil	Head of boarding Matron	Pupil gradually builds up to staying overnight/increases number of nights

- a. Strand 2: improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

Task	Actions	Responsible	Timescale	Monitoring	Outcomes
Use of docsplus as a reader	Staff and pupils are trained to use docplus reader and exam mode	SENDCO and hub staff Assistant head (academic)	Ongoing	SENDCO	Children with VI or poor reading skills can access texts and exams via docsplus
Ensure internal signage meets the needs of all our pupils	Carry out review of signage in both prep and Pre-Prep School to determine if additional information is needed such as braile/pictorial representation	Bursar	January 2023	Bursar	If further additions are needed to signage ensure these are made.

b. Strand 3: improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school

Task	Actions	Responsible	Timescale	Monitoring	Outcomes
Audit of the School physical environment to assess possibility of improving disabled access	Update Master Plan document	Bursar	Summer 2022	Chair of Estates Cttee	Up to date Master Plan to review how accessibility may be improved
Where financially practicable, modifications to existing buildings to include provision for disabled access	Within the scope of the Master Plan for the site, ensure Project briefs and any Design and Access Statements incorporate, where practicable, modifications to enhance accessibility	Bursar	2022-2024	Chair of Estates Cttee	Access improved, where practicable, in existing buildings.
Ensure new buildings incorporate features to increase the extent to which pupils with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the school	Project briefs, master plan documentation and Design and Access Statements to incorporate requirement to seek best practice in accessibility	Bursar	2022-2024	Chair of Estates Cttee	Accessible new facilities
Ensure boarding can be provided for pupils with permanent and	Refurbishment of Orchard Close as standalone first-class boarding	Bursar	Spring 2022	Estates Cttee	New facilities suitable for all eligible pupils.

Task	Actions	Responsible	Timescale	Monitoring	Outcomes
temporary disabilities.	facilities with disabled access				
Ensure suitable teaching resources purchased to assist those with disabilities	Presumption that departmental budgets will include resources to improve access to the curriculum for those with disabilities	Heads of Departments	Annually reviewed in advance of resource bids for consideration by SLT and incorporation in following year's budget	Bursar	Suitable resources in place
Ensure those with ADHD are given opportunities to work standing up	Purchase of standing desks	SENDCo	6 purchased Sept 21 more to follow Sept 2022	SENDCo	ADHD pupils able to stand in maths and English, tables available to all in turn