



The Mall School

## Disability Policy and Accessibility Plan

This is a whole school policy that also applies to children in the Early Years Foundation Stage.

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

We have an admissions policy, available to view on our website, which seeks to remove barriers to entry to our school for children with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school.

Children at The Mall with a disability include those with dyslexia, dyspraxia and autistic spectrum disorder. All our children are fully integrated into school life and participate in the whole curriculum including extra-curricular activities such as school trips.

We regularly review and take steps to improve the physical environment of the school and consider what reasonable adjustments we can put in place to increase the extent to which disabled children are able to take advantage of education and associated services offered by the school.

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

Children with individual education plans are monitored at least twice yearly to assess progress relating to their Individual Education Plan (IEP) targets.

We take a fully inclusive approach to our staff and governor recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he or she might have. We actively implement the school's equal opportunities policy for staff and governors in the day-to-day management of The Mall.

At The Mall the Senior Leadership Team (SLT) regularly reviews the school's policies, procedures and facilities as they are likely to affect children and prospective children who are disabled. The SLT will then make recommendations with a view to improving the accessibility of its education to children or prospective children with disabilities by means of reasonable adjustments and by planning for the future.

Responsibility for preparing and reviewing the School's accessibility plan is deferred to the Finance and Property sub-committee of the full Governing Body. The School has also prepared a contingency

plan to determine some of the disabilities the School can reasonably support. However, this list is not exhaustive and each case will be determined on its own merits.

The Headmaster includes a section on the School's provision for special educational needs and disability in his termly report to the Full Governing Body.

### **Action Plan: September 2018 – September 2023**

The Mall School's has followed the principles of the Disability Discrimination Act 2005 and Equality Act 2010 in developing this action plan which is applicable to current and prospective children.

The Act defines disability as a physical or mental impairment which has a substantial and long term adverse impact on a person's ability to carry out normal everyday activities. The School follows the fundamental principles of the Special Educational Needs (SEN) Code of Practice 2014. Children at The Mall are classed as having a special educational need as defined by the Code of Practice if they:

- have a significantly greater difficulty in learning and or behaviour than the majority of children of the same age
- have a disability that prevents or hinders them from making use of the educational facilities
- require specific intervention which is additional to or different from the well-differentiated curriculum on offer for all children in the school

The School recognises that not all children are disabled by their SEN and that not all disabled children have special educational needs.

The School is also guided by the principles that it must not treat disabled children less favourably unless, in the case of indirect discrimination, it is a proportionate means of achieving a legitimate aim and the School must take reasonable steps to avoid putting disabled children at a substantial disadvantage in matters of admission and education. Where appropriate the School will use the guide provided by the Independent Schools Council to assist with the process of determining what is a reasonable adjustment.

The School's Action Plan is informed by Schedule 10 of the Equality Act 2010:

- (a): increasing the extent to which disabled children can participate in the school's curriculum.
- (b): improving the physical environment of the school for the purpose of increasing the extent to which disabled children are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c): improving the delivery to disabled children of information which is readily accessible to children who are not disabled.

If a child at The Mall is disabled (in accordance with the definition of the Code of Practice); and is at a substantial disadvantage but for the provision of an auxiliary aid or service; and it is reasonable for the School to provide the auxiliary aid or service, then there is no charge to parents for this adjustment or service.

If after a thorough process of consideration (including consultation with parents) the School determines that it is not reasonable to provide the aids or services identified for the child in question,

then the School may pass on the charge for an adjustment or service where this goes beyond what is reasonable for a child at The Mall. Considerations of cost will be taken into account in the process of deciding what is reasonable for the School to have to do or provide without charge.

Additionally, The Mall will also consider what additional reasonable adjustments can be made to support other members of the School community with disabilities such as staff, parents and governors.

The Mall School  
Autumn 2024  
(Review Autumn 2026)

## Action Plan

Target	Action Required	Lead	Resources Required	Completion Date
Continue to review provision of written material for children	Review of current provision. What additional resources need to be purchased?	Senco HM/Bursar Finance	Increase in SEN budget	Completed
Prepare contingency plan for reallocation of rooms	Feasibility study into reallocation of rooms	Deputy Head	None. Contingency plan to identify potential costs.	Completed
Prepare contingency plan for prospective disabled children	Develop contingency plan for prospective disabled children	Senco	None. Contingency plan to identify potential costs.	See Appendix 1
Additional staff training	Inset on dyslexia, dyspraxia and autism	Senco/Deputy Head	None	Completed
Consider expansion of staffing for SEN/disability provision	Review existing staffing provision for SEN/disability	HM/Bursar Personnel	Increase in salary cost	Completed
Disabled access to the new Sports Hall	Ramp replaced steps for new sports hall	Property	Included as part of rebuild	Completed
Disabled toilet in the new building	Existing provision	Property	Existing plans	Completed
Feasibility study into physical improvements for Mall Infants	Architect to make recommendations	HM/Bursar Property	Architect's survey	Completed
Future building work to include reasonable adjustments for disabled access	Architect to include recommendations in plans	Property	Architect's plans	As required

## APPENDIX 1: Contingency plan for disabled children

The purpose of this contingency plan is to consider what reasonable adjustments the School might make for a disabled child. The Mall recognises that failure to take anticipatory action of the type described below may lead to unlawful discrimination in individual cases, simply because the likely delays which will result from a school not anticipating problems before they arise are in themselves likely to place disabled children at a substantial disadvantage when their cases come to be considered. It is important to emphasise that the School's contingency plan is not about devising rules about which disabilities it will accept and which it will not, but anticipating situations it is likely to face and so hopefully speeding up its response time when issues arise.

Disability	Examples of reasonable adjustment	Additional cost	Status
All children with SEN/disability	Individual children in Reception to Year 8 have Individual Education Plans (IEP).	None	Existing provision
	IEP reviewed at least twice a year.	None	Existing provision
	IEP review shared with parents and relevant staff.	None	Existing provision
	SENCO identifies strategies to use with individual children.	None	Existing provision
	In-house or training sought from outside agencies.	Up to £500	
	Additional part-time member of staff employed to support children in Maths	None	Existing provision
Visually impaired children	Academic tutors to support individual children in the seniors	None	Existing provision
	Large visual display screens		In most classrooms
	Large print course books or documents	£100	
	Audio aids	£30	
Hearing difficulties	Headphones in computer room	None	Existing provision
	Headphones linked to interactive whiteboards	£200	
	Interactive whiteboards introduced during refurbishment	£3,250 per classroom	Summer 2019
	Headphones	None	Existing provision
	Electronic microphone and receiver	NHS provision	
Physical disability	Most recent building development (theatre, sports hall and creative arts) has included accessibility ramps, disabled toilet and lift.	None	Existing provision
	Access arrangements to classrooms	Ramps etc. £300	
	Access for sport	£200	
	Hoist into pool	£3,000	
	Minibus access	£500	

	Reallocation of timetable to provide access to rooms	None	
	Improve physical access to facilities within the science laboratory	£300	
Dyslexia	Multi-sensory reading /spelling programmes	None	Existing provision
	Reading rulers / coloured paper	£50	Existing provision
	Use of Alpha smart / laptop to word process where necessary	4x £200	Existing provision
Dyspraxia	Small group extra handwriting sessions	None	Existing provision
	Use of Alpha smart / laptop to word process where necessary	As above	
	OT specialised equipment e.g. tangle toys, cushions, grips etc.	£100 year	
	Touch typing programme	£50	
Asperger's/Mild Autism	Social skills programmes	None	Existing provision
	Use of Alpha smart / laptop to word process where necessary	As above	
	1:1 mentoring by SENCO	None	Existing provision
	Transition programmes	None	Existing provision
ADHD	OT specialist equipment	As above	
	Listening skills /social skills programmes	None	Existing provision
HIV	Staff training	£250	
EBD	1:1 mentoring by SENCO	None	
	Social skills programmes	None	